GaDOE
Georgia Department of Education

Comprehensive Needs Assessment
2021 - 2022 District Report

Miller 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	Shane Miller- Superintendent
Multiple Program(s)	Federal Programs Director	Robert Green
Multiple Program(s)	Curriculum Director	Latonya Cratic
Multiple Program(s)	School Leader (#1)	Jamie Ard- ES Principal
Multiple Program(s)	School Leader (#2)	Tommy Tabb- Principal
Multiple Program(s)	Teacher Representative (#1)	Vicky Watson - Academic Coach
Multiple Program(s)	Teacher Representative (#2)	Mandy Roland- Academic Coach
McKinney-Vento Homeless	Homeless Liaison	Robert Green
Neglected and Delinquent	N&D Coordinator	Robert Green
Rural	REAP Coordinator	Robert Green
Special Education	Special Education Director	Jodi Colins
Title I, Part A	Title I, Part A Director	Robert Green
Title I, Part A	Family Engagement Coordinator	Robert Green
Title I, Part A - Foster Care	Foster Care Point of Contact	Robert Green
Title II, Part A	Title II, Part A Coordinator	Robert Green
Title III	Title III Director	Robert Green
Title IV, Part A	Title IV, Part A Director	Robert Green
Title I, Part C	Migrant Coordinator	Robert Green

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant superintendent	
Multiple Program(s)	Testing director	Jodi Collins
Multiple Program(s)	Finance director	Andrell English
Multiple Program(s)	Other federal programs coordinators	
Multiple Program(s)	CTAE coordinator	Gail Lovering
Multiple Program(s)	Student support personnel	

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal representatives	
Multiple Program(s)	High school counselor / academic counselor	
Multiple Program(s)	Early childhood or Head Start coordinator	
Multiple Program(s)	Teacher representatives	
Multiple Program(s)	ESOL teacher	
Multiple Program(s)	Local school governance team representative (charter systems only)	
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	Robert Green - interim
Title II, Part A	Principal supervisors	
Title II, Part A	Professional learning coordinators	Robert Green
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	
Title III	Refugee support service staff	
Title III	Community adult ESOL providers	
Title III	Representatives from businesses employing non-English speakers	
Title IV, Part A	Media specialists/librarians	
Title IV, Part A	Technology experts	Mickey Palmer - IT
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)	School Council Representatives
Multiple Program(s)	Private School Officials	Not Applicable
Migrant	Out-of-School Youth and/or Drop-outs	Robert Green
Title I, Part A	Parent Representatives of Title I Students	School Council Representatives
Title I, Part A - Foster Care	Local DFCS Contacts	Nicky Lott
Title II, Part A	Principals	ES- Jamie Ard, MS-Cleve Roland, HS- Tommy Tabb
Title II, Part A	Teachers	School Leadership Teams
Title II, Part A	Paraprofessionals	School Leadership Teams
Title II, Part A	Specialized Instructional Support Personnel	Robert Green
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Family Connections
Title I, Part A	Parents of English Learners	Kittie DePriest- ESOL Teacher

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	
21st CCLC	21st CCLC advisory council members	
Migrant	Local Head Start representatives (regular and/or migrant Head Start agencies)	
Migrant	Migrant PAC Members	
Migrant	Local farmer, grower, or employer	

Recommended and Additional Stakeholders

Program	Position/Role	Name
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	
Title II, Part A	School council members	

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	Advertisements in multiple formats were placed in May, June and July of 2021 to provide informational public input meetings, activities, opportunity to complete evaluations and surveys. MCS provides input from parents and community for all of its school improvement and federal compliance measures through Family Connections, School Councils and participants that express interest through surveys. The stakeholder group meets quarterly on a combined district and school(s) level through each School Council. The stakeholder group is the bridge between the voice of the family and community and the implementation of each school's Family Community Engagement Plan which is imbedded in the district and school improvement plans. To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: 1) process for conducting a leadership team meeting, process for data analysis, 2)interpretation and reporting, process to provide staff development for teachers to connect the school improvement process to instruction, 3) reviews of school improvement plans to district level administrative team, 4) requirements to have an agenda for completing the leadership team, 5) process to ensure contniuous school improvement, 6) collaboration with district administration to align the school and district improvement plan, 7)communication between Principal and Leadership Team.

How will the team ensure that stakeholders, and in particar parents and/or guardians, were able to provide meaningf input into the needs assessment process?	Year long surveys remain active on the website and are distributed during in district and out of district functions. Advertising and contact protocols and procedures are activated in a timely manner prior to parent events. Social media outlets provide on going feedback. Summative data is compiled into a yearly evaluation to determine effectiveness.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2
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
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
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19)	

Teacher Keys Effectiveness System- Standard

Standard	Score
2.Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	1.98
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.	2.02
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19)	
4.Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2
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
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
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.	1.93
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	✓
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, buy 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
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
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

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
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
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
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19)	

Teacher Keys Effectiveness System- Standard

Standard	Score
9.Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4.**Organizational Management:**The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
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
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
8.**Communication and Community Relations:**The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19)	

Teacher Keys Effectiveness System- Standard

Standard	Score
1.Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.02
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
10.Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	1.98
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

Standard	Score
10.Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	1.98
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

Standard	Score
1.Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2
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
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
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
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
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
8.Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.Source: TLE Electronic Platform (FY19)	

Teacher Keys Effectiveness System- Standard

Standard	Score
1.Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.02
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.	1.98
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.	2.02
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
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
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
7.Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.02
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.	1.93
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
10.Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	1.98
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [**examples: student perceptions about school climate issues (health survey, violence, prejudice, blying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan**]	A family and community engagement survey, as well as, stakeholder meetings were used to gather data about family and community engagement. . Feedback from area RESA instructional audits and accrediation reports were used to discuss effective leadership, supportive learning environments, and professional capacity. A District survey of teachers was conducted by the Superintendent and Board of Education. The district is due to submit its strategic plan in 2022. Previous strategic planning data was reviewed as well steps for data collections and analysis revise and submit the new plan.

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?"**)	Family and Community Engagement data indicates that stakeholders are unclear about how the school approaches instruction / intervention for struggling students. Stakeholders indicate that the learning environment provides students with a well- rounded education, including access to an enriched curriculum and educational experiences; the learning environment is clean and safe, they receive adequate communication about the school system. Stakeholders indicate a concern in the area with opportunities with the technology. Teacher surveys indicated that teachers viewed our strengths as community loyalty and involvement, teachable kids, and the small close knit family atmosphere of a small school system. The district survey of teachers showed our weaknesses as discipline, administrative consistency, lack of support for teachers and they indicated a preference for additional paraprofessional support vs academic coaches. SY 2021 brought in induction of functionally operating School Councils. In the middle and high school, although each member is trained, the meetings continue to reflect the same concerns listed above. An area of concern is that parents do not know how to express concern or does not understand the process of maintaining a partnership that strives to improve student achievement. There are two contributing factors in the M/HS that has not been conducive to building a parent/school/community viable partnership: 1) The agenda for the council meeting does not reflect a level of depth to raise awareness of student achievement, 2) There is not a flowthrough of building capacity for parent engagement between the School Council, School Leadership Team and Teachers. As such, although there is a group that has formed, there is no bridge to build capacity for parents and community at large.

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)	AdvancED recommendation report, LKES Summative Component, School Climate Data, District MilestonesTesting , GOSA School Report Cards, local benchmark and SGP data.

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?")	The ES has made much progress in achievement data, professional learning outcomes, building school leadership teams that are aware of the School Improvement Action steps and goals, as well as building capacity for Family & Community Engagement. The Principal is well versed in providing data that not only supports progress of the school CLIP but supports the district CLIP as well.

The MS, although it has a current CCRPI score within acceptable range, posseses student achievement progress data that does not support outcomes within expected ranges. There are a number of contributing factors leading to the need for a stringent application of the school CLIP. 1) There is lack of cooperation with technical assistance provided to the school from the district level as well as support agencies such as RESA. 2) There is lack of evidence that supports the understanding of the role of the School Leadership Team and Instructional coach after copious technical assistance and professional development. 3) Instructional staff does not implement instructional strategies that support improvement of student progress data, 4) There is no evidence to support effective professional development through participation or instructional outcomes. 5) The Principal does not report meaningful data to the district leadership team that supports adequate implementation of the school CLIP or support of the district CLIP.

The HS is in critical need of improvement. With the current information released on CCRPI business rules, the school has a high probability of being placed under Title I needs improvement status. Overall the primary reasons for decline in the high schools is: 1) A turnover of 7 Principals since 2007 and 2) A fading of instructional pedgogy that has led to non-awareness of instructional best practice and skills sets, 3) Staff resistence to school and district level leadership. Although the levels and complexity of professional development provided to the schools has been exhaustive, the result has been continued decline. As a result the school is in need of of leadership that will exercise the authority of 'have school'. The basics of such will be a complete restructure of the school CLIP.

Overall, the district CLIP remains in a state of some progress and a state of continuation. The overall factor that contributes to this stasis is lack of consistency and improvement with leadership encompassing GSBA School Board Governance, authority of exercise district level accountability in regards to the schools in need of improvement, and effective data based instructional decision making on the school level. |

What achievement data did you use?	- Georgia Milestones - CCRPI - Local Benchmark Assessments - SLDS Data - Software Usage Reports - SLO/SGP Data

What does your achievement data tell you?	-There is a discrepant amount of SWD in the emerging learner level of statewide assessments - Software is not being used according to recommended usage for maximum instruction - MTSs data is sporadic, inconsistent, and does give a clear indication of effective interventions - Curriculum needs implemented in the Middle and High School equitable and standard based practices - HS needs to implement instructional non-negotiables to show evidence of school improvement

What demographic data did you use?	- Economically disadvantaged -SWD Subgroup - Gifted Subgroup - Attendance - Black & White - Discipline - Black & White

What does the demographic data tell you?	As to be expected, for a small student enrollment, small numbers make great impact. Scheduling is extremely difficult as there are no "layers" conducive to such methods as block scheduling or increasing the number of middle schools teams and high school vocational pathways. Alternative school continues to be a difficult area to provide to provide continuity of instruction. There are significant equity gaps in Black ISS/OSS in both Black SWD and non-SWD. The nuances as to what makes for effective change in student achievement in academic areas are difficult to pinpoint as there are large due to ineffectiveness: standards based classrooms, lack of effective differentiation, creating and implementing effective interventions in a MTSS system and an overall in ability in leadership teams to identify, collect, analyze, interpret, and report student achievement data that is directed correlated to adjusting instruction for maximum student benefit.

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

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?	The 2021&2019 comparision of Milestones scores in In grades 3-8 the percentage of growth from beginning learner remains consistent beyond averages less than 10% . Areas if slippage occur in 3, and 8th grade ELA, and 5th and 6th grade Math. In the high school grades with the exception of ELA, the majority of learners is approximately 50% and equals approximately twice as high as the state average. The overall contributing factor for lack of achievement progress in the HS is lack of instructional in a standards based setting and determining effectiveness of professional learning outcomes based. The overall contributing factor to school level benchmark progress data in the MS. Both areas of weaknesses in the MS & HS are contributed to the following: ● Observation of classrooms reveal that differentiation by environment, process, and product is not carried out consistently or with fidelity/over reliance of whole group instruction ● Technology is not used in order to give students live feedback to gauge their learning Gen-Ed teachers do not have common planning with supplemental service providers ● Recommendation of strategies, interventions, and data drill down provided by academic coach collaboration is not carried out ● Curriculum is not implemented with fidelity ● Instructional software data is not used consistently as a measurement to adjust intruction ● Lesson plans are not aligned to the standards and completed on time ACCESS FOR EL Overall, ELs reach the expected rate of achievement from entry to monitoring in a reasonable amount of time. Moreso, based on composite scores. the level of proficiency has made dramatic change overtime as compared to the state. Most notable is that the only area where there is a entering stage learner range is in reading. A true measure of proficiency is hard to determine in that the number of identified students averages 10 or less. ES services are individualized based on each students need as outlined in their service plan. Services range from push-in to pull out models. As much as possible

Strengths and Challenges Based on Trends and Patterns

	considering one teacher serves the district; serves center around reading and literacy. On going professional learning is provided for all teachers that serve EL in order that WIDA standards and strategies are applied with ELs are not receiving direct service from the ESOL. As such, for SY 2022, an innovative delivery model will be implemented: ● ESOL teacher(s) will be endorsed rather than relying on one teacher for the system ● Imagine Learning will be used across all environments. Benchmarking and individual learning paths will be established. MTSS, if needed will be based on Imagine Learning data to determine a spectrum of services based on need. An ES Intervention Specialist and/or ES/MS academic coach will monitor the use of the program to ensure that instruction is adjusted accordingly ● ESOL DOE unit and RESA will partner with the RESA district to provide professional learning for ESOL teachers with 0 to 3 years experience ● ESOL teachers will participate in prescribed WIDA professional development

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?	The system continues to report a weakness in gathering, analyzing, and interpreting data; it has been concluded that lack of a formalized leadership team process is the major contributing factor that hinders effective leadership team. Procedures have been adjusted in order that the school and district leadership team Functioning school based leadership teams ensure that the district leadership team can address the following in order that accreditation and strategic planning leads to strategic waiver accountability. On the school level, Principals are charged to ensure that their leadership team adheres to the following

Process for conducting leadership team meetings	Requirements to complete an agenda for a leadership team meeting
Process of data analysis, interpretation and reporting	Process to ensure continuous school improvement
Process to provide staff development for teachers to connect to school improvement process to instruction	Collaboration with district administration to align the school and district improvement plans
Review(s) of school improvement plans to district level administrative team	Communication between Principal and Leadership Team

The ES has made progress with effective use of leadership team involvement with monitor and collecting data for the school CLIP.

The M/HS continues, despite technical assistance and professional development, to under

Strengths and Challenges Based on Trends and Patterns

	stand the purpose and role of the school leadership team. This leads to inconclusive effectiveness of professional learning as well as sound data based, instructional decicion making.

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?	• Increasing job embedded professional learning aligned to TKES goals • Reduce 'go and get' as a primary method professional learning • Update procedures to reflect a method for redelivery of PL • Stregthen the school leadership team process to ensure that professional learning outcomes are embedded into instruction • Increase the use of technology for continuous streaming PL through PLCs • Increase use of SLDS PL aps • Provide tailored PL for teachers and paras with 0,1,2,3 years experience • Ensure that instructional coach duties and responsibilities are aligned with job description • Continue to develop tech skills on admin for and teachers • Ensure that capacity continues to develop to ensure that schools and system can operate virtually

Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Each school has formed a school council to be operated as a foundation to build capacity for engagement with families and community. They meet consistently each quarter and comply with the state board rules for operations. The next stage of improvement is to develop meaningful agendas that address student achievement. Thus far, the councils are attentive and actively engage in the meeting but overall it is a matter of agreeing on what is truly not understood. School Leadershp teams need to be an active part of assiting in the development of the school council meeting to present meaningful data in terms what consititutes the components of student achievement. There is no evidence to support that the school council understands or is taught the skills needed to build capacity for stakeholding between school council meetings and to report accordingly. In turn, there is a lack of meaningful information from the council members back to the school leadership teams.

Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	• Lack of Standards Based Instruction • Lack of digital learning teacher skills and instruction • Underutilization of technology • Lack of appropriate utilization of instructional coaches • Weakness in gathering, analyzing, interpreting, and reporting of Student Achievement Data

Strengths and Challenges Based on Trends and Patterns

	• Lack of appropriate delivery of differentiation strategies

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?	Continue to monitor and revised as necessary internal control procedures. Request assistance and monitor Maintenance of Effort accordingly. Continue participate in consolidate funds cohort and seek technical assistance as necessary

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?	The elementary school need to continue learning how to take accountability level data and apply it to the school level improvement process. This is challanging in that the business rules have continually changed over time. In order compensate for this, the school has learned out how to use MAP and Exact Path prediction data to determine what students should be able to made on the Milestones. It is important for the ES to understand which sets of data have the greatest impact on the progress scores within the CCRPI. For example, by drilling down to the domain level and looking at the number of students that are remediate status over time, allows for great impact in evidence-based practices that align to formative and summative data such as Lexile and reading achievement. At this point in time, the MS places emphasis on its CCRPI standing but is not able to generate data, analyze and make decisions regarding school level benchmark and progress data. As such, the school has no justification to use the next set of CCRPI data as a method of monitoring school improvement and correlate to sound instructional decisions. It can be deduced that the if a poorer set of test takers produce lower scores, the school will have a lag in applying more intensive instruction based on lack of sound practices currently in place.

IDEA - Special Education

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

Strengths	• Improve the ability to collect, analyze and interpret qualitative and

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.**

	quantitative data ● Ability to determine the effects of one subgroup compared to another and the effect on graduation rate, attendance/discipline and math achievement ● Accuracy with identify and tracking lowest quartile of students, for proactive monitoring of disproportionality through Title I interventions; MAP/Exact Path. Apply appropriate interventions based on data instructional software ● Improving parental engagement strategies ● Differentiation of instruction ● Non-traditional course completion in High School/increase number of pathways for completion ● Improving the needs assessment process for school improvement/CLIP ● Continue to monitor procedures for effectiveness of Identification, Evaluation and Placement of SWD to address risk factors associated with disproportionality ● - Research strategies to increase the number of course completion pathways in High School ● Continue random MTSS fidelity checks to ensure that pre-referral data is completed with reliability prior to referral in order to monitor disproportionality. Adjust procedures as necessary. ● Continue scheduling practices that balance the needs for program requirements, student achievement, and maximum funding. ● To the greatest extent possible, avoid scheduling students within subgroups that have great impact for small numbers. ● Closely monitor TKES for effective differentiation in the classroom. Ensure that job embedded PL is completed for teachers that need improvement in this area. ● Provide staff development for leaders and teachers in determining appropriate data elements; gathering, analyzing, interpreting and reporting.Research strategies to increase the number of course completion pathways in High School

IDEA - Special Education

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

Challenges	- Monitor reporting of attendance - Progressive Discipline - Classroom walkthroughs, reviewed in Principal's and system level meetings. Summative data will be used as professional development - Monitor school improvement plan effectiveness - Effective development of Needs Assessments to drive school improvement process - Efficient program budgeting - Effective use of SLDS - Professional Learning Communities - Feedback to administrators from Academic Coaches - Follow thorugh on technical assistance from Curriculum Director, Federal Programs Director and Special Education Director - Meaningful TKES ratings and follow up - Review of School Improvement Agendas/Sign-Ins and Summaries - Usage of GO IEP to ensure compliant eligibility process - Consistent MTSS practices

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	- Access to technology - Access to supplemental software - Identifying Professional Learning needs - Creating and implementing effective interventions - Access to intervention teachers and instructional coaches

Challenges	- Effective utilization of instructional coaches - Monitoring of Schoolwide Improvement Plans - Collecting, analzying, interpreting, and reporting achievement data - Utilization of paraprofessionals

Title I, Part A - Foster Care

Strengths	-Continue monitoring existing plan - Protcols to ensure that foster children are identified through registration and intragency collaboration

Challenges	There continues to be no state guidance on state collaboration of Department and Children Services

Title I, Part A - Parent and Family Engagement

Strengths	Establishment of school councils to build capacity between schools, parents and community

Challenges	Lack of meaningful meeting agendas Lack of training to support a clear understanding of council's role bring stakeholder information to the meeting Lack of evidence to support that the school leadership team is aware of information from the council that impacts student achievement

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	There is a process for the use of the occupational survey, school/healthrecords transfer; how MSIX will be utilized andhow the district will be coordinating with regional MEP and ABAC staff. Services are in place for all migrant participants (out-of-school youth; drop-outs; and preschoolchildren and families) will be coordinated andassessed during the regular school year and summer and how services in consortium districts will be coordinated with ABAC.

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.)

Challenges	- Providing tutors - Family & Community Engagement - Providing translators

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

Strengths	Should neglected or children be identified through the yearly search process, implementation of services will be actively engaged.

Challenges	Long term trend data indicates that there are no ND students to base a pattern of challenges.

Title II, Part A - Supporting Effective Instruction

Strengths	There has been a much stronger emphasis and follow through on In-District professional learning to ensure job embedded developmen of skills. The district has began PDExpress as a method to report effectiveness, monitor TKES professional learning goals as well as building awareness of the types of professional learning and their benefit to certified staff. There has been a much clearer record to the extent that paraproprofessional recieve PL. Administrators have a clearer picture of how to plan, implement track the types of PL that are offered- In District and Out.

Challenges	The system continues to monitor barriers to attract and hire professionally qualified personnel. There has been a substantial amount of time without an HR director. As such, ground has been lost in terms of a knowledge base to support reporting PQ/In-Field and CPI. Although the district ensures a team approach in maintaining quality and equitable instruction, it will be a challenge for a new HR director without previous experience to learn to drive the vehicle that supports district reporting.

Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and English proficiency.● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English Learners in the LEA through state and local resources (the state funded ESOL Language Program).
● If the LEA receives Title III, Part A funds, describe the strengths and challenges of<u>both</u>the ESOL and Title III, Part A language instruction educational programs.

Strengths	- Idenfication of students - Providing staff development - Implementation of student services

Challenges	- Maintaining WIDA stategies in general education classrooms when direct services are not provided by EL teacher - Family & Community Engagement - Scheduling - One teacher - Instructional effectiveness through ESOL teacher - ESOL teacher case management

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

Strengths	- Continue yearly required training for staff and administrators - Continue to have staff and administrator verify completion of required annual training - Hiring of social worker - Ensure that homeless questionnaire goes out to all returning students and returned within first 30 days of school - Ensure that homeless questionnaire is completed for new enrollments

Challenges	- Few interview reveal that homeless is not the result of hardship but rather than by choice - Inconsistent reporting

Title I,Part A - Equitable Access to Effective Educators

Strengths	- Determining professional learning effectiveness - Retention of PQ teachers

Challenges	- Monitoring and reporting of effectiveness in schoolwide plans - Effective use of instructional coaches

Title IV, Part A - Student Support and Academic Enrichment

Strengths	Effective identification of needs Transfer 100% of FY22 to Title I Part A

Challenges	Monitoring effectiveness

Title V, Part B - Rural Education

Strengths	Goals align with School Improvement Plans

Challenges	Timely requests of purchases

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 data management and reporting mechanisms.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	

Overarching Need # 2

Overarching Need	Improve efficiency and operations of progams and services that support the actions steps outlined in each School Improvement Plan.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	The elementary school has made tremendous improvement in this area. However, as the school is a K-12 school; the middle and high school show no change from the previous year.

Overarching Need # 3

Overarching Need	Establish and monitor effective leadership teams in the middle and high school.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	

Overarching Need # 4

Overarching Need	Improve Family & Community Engagement efforts in the Middle and High School
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	The middle and high school established School Councils. However, the agendas did not lead to consistent stakeholder development of activities to engage parents and improve student achievement.

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 data management and reporting mechanisms.

Root Cause # 1

Root Causes to be Addressed	Establish clear protocols that lend to effective means of identifying, collecting, analyzing,and reporting specific data elements aligned to monitoring District and School Improvement goals in the middle and high school.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	

Overarching Need - Improve efficiency and operations of progams and services that support the actions steps outlined in each School Improvement Plan.

Root Cause # 1

Root Causes to be Addressed	Establish non-negotiables: Professional Development effectiveness data, Standards Based Classrooms, differentiated standards-based instruction, effective instruction in alternative school
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Root Cause # 1

Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Principals must demonstrate knowledge of the role of the Academic Coach and utilize the coach's services with fidelity to improve instruction in the classroom.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory 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

Additional Responses	

Overarching Need - Establish and monitor effective leadership teams in the middle and high school.

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	Middle and High School artifacts of school leadership teams in the middle/high school need to support that the Principal understands the role and function of the School Leadership Team, demonstrates that the team reviews data and plans for adjustment in instruction based on the actions steps in the School Improvement Plan.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory 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

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Establish basic school operations in the high school to ensure that required standard based practiced are carried out with fidelity: 1) Consistency of instruction as outlined in TKES, 2) Consistent grading, 3) Consistent use of formative and summative evaluations, 4) Standard actions of professionalism as outlined in TKES
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory 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

Additional Responses	

Overarching Need - Improve Family & Community Engagement efforts in the Middle and High School

Root Cause # 1

Root Causes to be Addressed	Lack of meaningful engagement in school council meetings. Lack of engagement activities aligned to the school improvement plan.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory 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

Additional Responses	

District Improvement Plan
2021 - 2022

Miller County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Miller County
Team Lead	Robert Green - Federal Programs Director

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

Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

Transfer Title IV, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	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 data management and reporting mechanisms.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Establish clear protocols that lend to effective means of identifying, collecting, analyzing,and reporting specific data elements aligned to monitoring District and School Improvement goals in the middle and high school.
Goal	Ensure a line of functional line of communication to district Leadership Team from schools by effective school leadership team function and monitoring of school CLIP.

Equity Gap

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

Content Area(s)	ELA Mathematics Science Social Studies Other : N/A
Grade Level Span(s)	6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-3 Provide professional learning opportunities for career advancement for teachers and school leaders

Action Step # 1

Action Step	Provide professional development in order improve the Principal's ability to present data-driven action steps results from the school SIP to the district Leadership team.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	Rubric based feedback to Principals from District Leadership Team
Method for Monitoring Effectiveness	LKES
Position/Role Responsible	Superintendent Federal Programs Director Special Education Director System Testing Coordinator Curriculum Director
Evidence Based Indicator	Promising

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

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

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve efficiency and operations of progams and services that support the actions steps outlined in each School Improvement Plan.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Establish non-negotiables: Professional Development effectiveness data, Standards Based Classrooms, differentiated standards-based instruction, effective instruction in alternative school
Root Cause # 2	Principals must demonstrate knowledge of the role of the Academic Coach and utilize the coach's services with fidelity to improve instruction in the classroom.
Goal	District leadership will conduct walk-throughs and technical assistance to ensure that TKES evaluations align to root causes.

Equity Gap

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

Content Area(s)	ELA Mathematics Science Social Studies Other : N/A
Grade Level Span(s)	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	Teacher will participate in professional learning to ensure that instruction is aligned to the 10 TKES standards.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Inter-rater reliability scoring rubric
Method for Monitoring Effectiveness	Percentage of consistent TKES ratings according to number administrators conducting inter-rater reliability.
Position/Role Responsible	Superintendent Federal Programs Director Special Education Director Curriculum Director
Evidence Based Indicator	Promising

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 # 2

Action Step	Ensure that academic coaches performs tasks aligned to job description.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Observations Requested artifacts Academic Coach Interviews Principal Interviews
Method for Monitoring Effectiveness	LKES
Position/Role Responsible	Superintendent Federal Programs Director Special Education Director Curriculum Director
Evidence Based Indicator	Promising

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

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	Ensure that schools follow MTSS protocols and procedures.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	MTSS record fidelity checks Follow up documentation to Princpal
Method for Monitoring Effectiveness	Scoring rubric
Position/Role Responsible	Special Education Director Curriculum Director
Evidence Based Indicator	Promising

Timeline for Implementation	Quarterly

Action Step # 3

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 # 4

Action Step	Ensure that academic and intervention based software is used with fidelity and according to prescription to determine formative and summative measures of student progress.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Software usage reports Leadership Team Artifacts Classroom observations Professional Learning outcomes
Method for Monitoring Effectiveness	TKES
Position/Role Responsible	Principal Curriculum Director Special Education Director Federal Programs Director
Evidence Based Indicator	Promising

Action Step # 4

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

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

3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Establish and monitor effective leadership teams in the middle and high school.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Middle and High School artifacts of school leadership teams in the middle/high school need to support that the Principal understands the role and function of the School Leadership Team, demonstrates that the team reviews data and plans for adjustment in instruction based on the actions steps in the School Improvement Plan.
Root Cause # 2	Establish basic school operations in the high school to ensure that required standard based practiced are carried out with fidelity: 1) Consistency of instruction as outlined in TKES, 2) Consistent grading, 3) Consistent use of formative and summative evaluations, 4) Standard actions of professionalism as outlined in TKES
Goal	Principals will be required to give 2 prescribed summative CLIP data-based presentation of goal action step progress to district leadership team.

Action Step # 1

Action Step	Upon request, Principals will submit artifacts as fidelity checks leading up to summative district review of school CLIP.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	Narrative summary of findings
Method for Monitoring Effectiveness	LKES
Position/Role Responsible	Federal Programs Director Curriculum Director System Testing Coordinator Special Education Director
Evidence Based Indicator	Promising

Action Step # 1

Timeline for Implementation	Others : Monthly or more frequently based on quality of artifact

Does this action step support the selected equity intervention?	Yes

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

Action Step # 2

Action Step	Prescribed Professional Learning will be provided aligned to LKES professional goals.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	Professional learning effective rating
Method for Monitoring Effectiveness	LKES
Position/Role Responsible	Superintendent Federal Programs Director Special Education Director Curriculum Director

Action Step # 2

Evidence Based Indicator	Promising

Timeline for Implementation	Others : or continuous through Professional Learning Community

Does this action step support the selected equity intervention?	Yes

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

3. DISTRICT IMPROVEMENT GOALS

3.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve Family & Community Engagement efforts in the Middle and High School
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Lack of meaningful engagement in school council meetings. Lack of engagement activities aligned to the school improvement plan.
Goal	Ensure quality assurance through meaningful School Council agendas.

Action Step # 1

Action Step	Submit artifacts of completed School Council meetings
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement
Method for Monitoring Implementation	Agendas Recorded Sessions Observation of meetings
Method for Monitoring Effectiveness	Narrative follow up with recommendations
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	Promising

Timeline for Implementation	Quarterly

Action Step # 1

Does this action step support the selected equity intervention?	Yes

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

Action Step # 2

Action Step	Ensure a line of connection between the School Council and School Leadership Teams
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement
Method for Monitoring Implementation	Agendas Recorded Sessions Observation of meetings
Method for Monitoring Effectiveness	Narrative follow up with recommendations
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	Promising

Action Step # 2

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)?	

4. REQUIRED QUESTIONS

4.1 Stakeholders, Serving Children, PQ

Required Questions

Coordination of Activities

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).	The district will transfer 100% of TII funds into TIA MCS provides input from parents and community for all of its school improvement and federal compliance measures through its School Councils. The stakeholder group meets quarterly. The stakeholder group is the bridge between the voice of the family and community and the implementation of each school's Family Community Engagement Plan which is imbedded in the district and school improvement plans. To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following:To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: process for conducting leadership team meetings, requiremens to complete an agenda for a leadership team meeting, process for data analysis, interpretation, and reporting; process to ensure continuous school improvement, process to provide staff development for teachers to connect the school improvment process to instruction, collaboration with district to align school and district improvement plans; review(s) of school improvement plans to district level administrative team, and communication between Principal and Leadership team. Input from stakeholders to assist in coordinating federal activities through the following survey questions: My community school district provides students with a well-rounded education, including access to an enriched curriculum and educational experience. My community school district effectively prepares students for post-secondary opportunities My community school district provides educational opportunities using state of the art technology My community school district actively communicates with external stakeholders My community school district actively seeks to engage external stakeholders. My community school district prioritizes local, state, and federal funds in a way that is equitable, promotes student achievement and is fiscally responsible. My community school district experiences low teacher and school leader turnover. My community school district provides opportunities for continuing education for teachers and school leaders Questions associated with these types of prompts are delivered in a variety of formats, written and electronic during events where Community and Parent Stakeholders gather such as: Family Connections Meetings, School Parent

Coordination of Activities

	Nights, Athletic events and open houses. Data gathered from parent engagement stakeholder opportunities are posted in a Leadership Parent Learning Community GClassroom in order that that can be used to support the goals in the DIP and SIP. The schools will continue to plan accordingly with the following parent comment/concerns: ● Home To School Communication ● Parent and teacher partnerships such as PTO Protocols that ensure how a parent will have return communication when contacting the school ● Electronic communication methods such as Notify Me, Remind 101 or Class Dojo ● On-site career developing planning opportunities through agencies such as 4H, UGA Extension, University/Technical Schools ● More field trip opportunities ● School sponsored community outreach ● Engaging activities for parents to visit classrooms and understand how students receive instruction ● Assisting parents with interpreting statewide assessment scores such as Georgia Milestons ● School protocols that ensure a family friendly and welcoming atmosphere ● Specific criteria for pass and fail grades ● Enhanced arts programs ● Assistance for parents in understanding programs such as Special Education, English Language Learners, Migrant Education

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)**	For all three: 1) Ensure technical assistance is requested and follow through on understanding and reporting CPI, In-Field and PQ 2) Ensure that HR Director understand the process for #1 3) Ensure that effective hiring procedures are followed

Professional Growth Systems

Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include: how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy;how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded;how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time);how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; andwhat measures will be used to determine whether district and school efforts are resting in improvements in teaching and student outcomes.	There has been a much stronger emphasis and follow through on In-District professional learning to ensure job embedded developmen of skills. The district has began PDExpress as a method to report effectiveness, monitor TKES professional learning goals as well as building awareness of the types of professional learning and their benefit to certified staff. There has been a much clearer record to the extent that paraproprofessional recieve PL. Administrators have a clearer picture of how to plan, implement track the types of PL that are offered- In District and Out. The system continues to monitor barriers to attract and hire professionally qualified personnel. There has been a substantial amount of time without an HR director. As such, ground has been lost in terms of a knowledge base to support reporting PQ/In-Field and CPI. Although the district ensures a team approach in maintaining quality and equitable instruction, it will be a challenge for a new HR director without previous experience to learn to drive the vehicle that supports district reporting. The following action items will be initiated or monitored for a measure of effectiveness: ● Effective monitor and align job embedded professional learning to individualized professional learning plans/goals ● Operate effective school leadership teams ● Continue to improve ability to identify, collect, interpret and report achievement, attendance and discipline data ● Effectively document lack of standards based instruction, differentiation, and implementation of MTSS ● Improve instructional best practices in the middle and high school

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

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived: **1. for all teachers (except Special Education service areas in alignment with the student's IEP), or** **2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).** **[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)]**	Field 808 Early Childhood Education (P-5)- effects one teacher due to expiration of a PSC waived certificate and non-completion of TAPP program due to extended illness.

PQ – Minimum Qualification

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)]	Bachelor's degree in equivalent field of educator preparation program Enter TAPP program if candidate does not possess an equivalent bachelor's degree in an educator preparation program.

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 have federal or state identfied schools. However, the district is closely monitoring the middle and high school through professional learning identification of equity gaps.

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; andwork-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	Miller County is primarily agricultural and related businesses. Recently our local hospital has expanded its services and physical plant generating the need for more health professionals. Business and technology is used throughout the community consisting of bank employment and retail marketing positions.. Occupations for Georgia: health care workers are high demand, high skill, high wage occupations. Miller County Schools offers two health care pathways. Allied Health and Medicine and Health Care Support services. The clusters we offer are Health Science, Agriculture & Natural Resources, Welding, and Information Technology. Health Science cluster is the area that according to Georgia Department of Labor that offers the highest salary, demand, and skill of the three we offer. In addition, the health care industry is the fastest growing industry in Georgia. It must be noted that according to the Georgia Department of Labor, the demand for agricultural and related workers in the Southwest Georgia area will continue to rise as well as the demand for health workers. The Information Technology cluster appears to be on the wane. The job market in Miller County is expected to decrease; however, the projection for health care workers and farm workers is expected to rise according to the Georgia Department of Labor. It must also be noted that the department of labor encourages the addition of employability skills/soft skills to the CTAE curriculum. The job market in our area is brisk for Business and Technology workers. Welding is the 3rd most popular job demand area we plan to add additional courses for the 2021-22 school year. Our agriculture and health pathways are engaging with local businesses as well as our welding program. Our CTSOs generate interest from the general public as well as our local businesses. All of our pathway offerings interact with the local hospital and other employer engagement activities. FBLA is active for the students enrolled in Information Technology. The increased community involvement and increased membership in CTSO's is a goal. Welding has several field trips planned so students can experience the interview process as well as the environment for a welding shop. Currently we have an advisory board that includes Southern Regional and ABAC. We have been working together to offer pathways that meet our students' needs to be successful in the workforce whether that be technical school or college or gainful employment.

CTAE Coordination

	We continue to offer dual enrollment classes and pathways on our local campus as well as on the Southern Regional and ABAC campuses. We are in the process of aligning our offerings with these institutions to ensure a smooth transition of our students into the workforce or post- secondary training. We are currently in the process of implementing Work-Based learning opportunities for our students. This need we are addressing this year. COVID 19 hampered our efforts in 20-21 but plans are already in place to close this gap in our instructional programs for 21-22. This program will enable our students to experience realistic work environments. The Miller County Hospital and nursing home has recently expanded their physical plant and services. They are looking for graduates who have training to fill positions. We are working directly with the HR representative from Miller County Hospital. They provide career information for our students. According to the Georgia Department of Labor agriculture and related occupations will rise by 3 percent. In addition, health science occupations will rise 3 percent. We are in close contact with the hospital and nursing home as well as the local physicians. We tap into those resources with field trips and guest speakers. Our young farmer organization and FFA Alumni Association are very active, therefore our agriculture education teachers are in close contact with these individuals and their expertise. As far as information technology is concerned, we have three banks and two loan concerns in Miller County. There are also farm service offices that hire our graduates. Information technology graduates have the opportunity to become MOS certified. This enables these completers to enter the job market with certifiable skills In all pathways, employability skills are taught and academic skills are embedded. Science credit is obtainable by taking General Horticulture and Plant Science, Animal Science Biotech, and Essentials of Health Care. CTAE teachers work with the academic teachers to bridge the gap. We use industry standards, as well as state standards. Business and industry also provide input as to what they are looking for in workers and we try to incorporate this into our programs. Our program committees and advisory committee is very active in providing information and feedback for our programs We work very closely with Southern Regional Technical College and ABAC to ensure that our students are prepared. Articulation and dual enrollment is achieved with our close relationships with ABAC and Southern Regional. Courses are offered on our Miller County campus as well as the Bainbridge campus. Our CTAE CTSO's are very active in the community. These activities encourage the interaction of teachers, students, community leaders, and business owners as well. Representatives from the community are brought into the school as consultants and speakers. Future Farmers of America is especially active. We are revamping our advisory committee and have several new members and our program committees have been utilized more because of COVID. Our teachers stay in contact with our industry supporters by phone and e-mails as well as meetings. Conferences provides opportunities for CTAE teachers to interact with other professionals in the educational field. We have active alumni associations that

CTAE Coordination

	enable us to interact with professionals in the world of work. Teachers are encouraged to attend conferences and attend professional learning sessions. CTAERN also offers opportunities for professional development. Teachers are encouraged to attend conferences and take workshops to hone their skills. CTAERN has provided numerous virtual workshops that have been utilized by our administrative staff as well as our teachers. Our CTAE teachers recruit all students in their respective pathways. We are currently implementing a CTAE exploratory experience for our 8th grade students. Pamphlets, information on our website, and 4-year plans encourage students to be successful. Guidance counselor and principals are very supportive of our CTAE efforts. Such events as Parent Night, advisory sessions, and school-sponsored activities encourage students to enroll in CTAE pathways.

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.	- Improve family & community engagement efforts - Ensure that Principals give meaningful school improvement reports to the district leadership team - Reduce lag of instructional time when distance learning is in effect - Ensure that TKES reports align to school based student achievement data - Ensure that observations and walkthrough align to the TKES process - Ensure that meaningful post observation TKES conferencing occurs

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; andincreased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	• Formalized summative, data driven PL reports • School CLIP progress reports to district leadership • Data management through effective Professional Learning Community activities • Continue to improve family and community engagement efforts • Professional learning tailored for 01,2,3 years of experience, new to system or individual needs • Ensuring collaboration across state and federal programs

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.	• Formalized summative, data driven PL reports • School CLIP progress reports to district leadership • Data management through effective Professional Learning Community activities • Continue to improve family and community engagement efforts • Professional learning tailored for 01,2,3 years of experience, new to system or individual needs • Ensuring collaboration across state and federal programs

Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in constation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the mti-criteria selection to be used to identify the students to be served.	Not Applicable

Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following: Title I schoolwide schools;Targeted Assistance Schools; andschools for children living in local institutions for neglected or delinquent children.	● Academic Coach Services ● Paraprofessionals ● Technology equipment and supplies ● Substitutes for Professional Learning ● Support of Professional Learning Communities ● Tiered, research-based, intervention software ● Neglected and Delinquent Schools- There are no Neglected and Delinquent facilities in the district. Should students residing in Miller County be placed in a N/D facility outside of the district: Students that are served in N/D facilities will be given access to electronic platforms such as Odysseyware, MAP & Exact Path, that all students in the schoolwide school(s) have access. This includes all materials that are supplemented to the school such as library sets and coach books. If there are supplemental materials that meet the unique needs of students in the N/D setting, those materials will be provided as well. Although N/D students do not have direct access to TI funded personnel, collaboration with the N/D facility can serve as documentation of need to obtain additional staff such as tutors of after school hours assistance.

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;the timely transfer of pertinent school records, including information on health, when children move from one school to another; andhow the district will use the Migrant Student Information Exchange (MSIX).	● Ensure that occupational survey is given to all returning students at the beginning of the school year and procedure is reviewed with school counselors, social worker and enrollment clerk ● Ensure that new enrollment applications include the Occupational Survey and procedure is reviewed with school counselors, social worker and enrollment clerk ● Monitoring of enrollments ● Regular consultation with Migrant specialist ● Monitoring of records through GADOE portal, Student Information System ● Timely implementation of services ● Home based services as needed ● Collaboration with N/D, Homeless, ESOL assistance ● Ensure that staff requests translations of Occupational Survey at time of registration other than than those provided if needed ● Use MSIX system for accurate data for transfer of records, research appropriate student placement - classes students have taken (historical data), if a student has moved within the district boundaries ● Registrars will send Federal Programs Director Occupational Surveys that indicate possible need of services (any YES) answer in order that timeline can be established for timely receipt of school records ● Migrant students are not denied access to services based on lack or incomplete school records. Consideration of services via procedures will begin as as soon as it criteria is idenfied through the occupational survey. ● Registrars will send Federal Programs Director Occupational Surveys that where at least one "yes" and one or more of the boxes from 1 to 7 is/are checked; later, the Federal Programs Director will fax occupational surveys to the Regional Migrant Education Program Office serving the district for a follow up. ● Federal Programs Director will collaborate regularly with ABAC MEP fiscal agent in facilitating recuitment needs ● Federal Programs Director will collaborate regularly with ABAC MEP fiscal agent for status and facilitation of services following parent interviews

Title I, Part C – Migrant Supplemental Support Services

1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA shod describe how it facilitates collaboration with ABAC consortium staff to ensure that these vnerable popations receive appropriate instructional support services.) 2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA shod describe how it facilitates collaboration with ABAC consortium staff to ensure that these vnerable popations receive appropriate non-academic support services.)	Monitoring of enrollments - Regular consultation with Migrant specialist - Monitoring of records through GADOE portal, Student Information System - Timely implementation of services - Home based services as needed - Collaboration with N/D, Homeless, ESOL assistance

4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

| 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 proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity | -Use of Faciliated IEP program. Miller County will offer all parents of students with disabilities the opportunity to have a facilitated IEP meeting. Information for facilitated IEP meetings will be available at each school and on the school website.
-Quaterly meetings of SPED teachers and gen. ed. teachers will be held to discuss the needs of SWDs in the gen. ed. classroom. Data will be reviewed during these meetings and instructional decisions will be made. Attendance sign in sheets and agendas will be used as docmentation.
- Continue to increase variance of co-teaching models used in classrooms. Walk thru observations conducted continuously through out the school year by school and district leadership. Post observation conferences held with teachers to discuss observations. This process will be documented by observation checklists, and meeting agenda/ sign in sheets.
-Improve quality of IEPs by utilization of Goal Book. This program assists teachers in creating IEPs with appropriate measurable goals, assists with increasing the quality of specially designed instruction in IEPs, and uses strategies based on the universal design for learning. This will be monitored by teacher usage reports of Goal Book.
-Work directly with school social worker to address attendance issues of SWDs. Each case manager will monitor attendance of their students and communicate directly with school social worker. This will be monitored by school attendance reports.
-All high school students will be an invited member of their IEP meeting. Meeting notices will serve as evidence of this activity. |

| 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 proceduresServices 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 | Continue to improve communication with parents, stakeholders, and community partners regarding the districts child find procedures. Bi-annual meetings will be held with local daycare, headstart, community partners, local health department in an effort to locate children in need of special education services. Pamplets, copies of media blasts, sign in sheets and agendas will serve as evidence of these activities.
Continue working with district pre-K staff to discuss pre-referral interventions, screenings and speech and language services. Sign in sheets and meeting agendas will be used as evidence of these meetings. |

IDEA Performance Goals:

support the 3-5 popationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings	

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 SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided**	-Technical assistance will be held monthly all SPED teachers. Issues addressed in technical assistance will be based on individual teacher needs, but will address areas of IDEA compliance, such as adherence to timelines, development of an appropriate IEP based on indivdual student needs. Monitoring of GO-IEP dashboard will be used as the tool for monitoring compliance. SPED Director will review IEPs before finalization to insure that they meet IDEA compliance and best practice. -Goal Book will be used to develop IEPs that increase the effectiveness of services and provision of FAPE for all SWDs. Goal Book usage reports will be used to monitor this. -SPED Director along with school leadership will develop and maintain a master schedule of all SPED staff to insure that staff are placed in the classes required to provide SWDs the services in their IEPs. Visual checks and walk thrus will by SPED Director and school leadership will be conducted periodically to insure staff are in place to provide services. Leave forms, sign in records, and observation notes will serve as evidence for this. -Montly RTI/MTSS meetings will be held at each school. The school level coordinator will conduct meetings and maintain agendas and sign in sheets to serve as evidence of this activity. The purpose of the meetings will be to monitor progress of students receiving interventions and to make data based decisions on next steps. -Miller County is a participating district in the FIEP program. Information regarding this service will be made available to teachers. Information for parents will be provided in school lobbies and through media blasts.

Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 4: Improve compliance with state and federal laws and regations.** **How procedures and practices are implemented in your district to ensure overall compliance?** **Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of**	Ensure comprehensive collaboration across federal programs: Particpation of SPED Director in all strategic planning. Meeting sign in and agendas will serve as evidence of this activity. Monitor school improvement plans through leadership PLC: SPED Director will provide guidance to principals during development and reviews of school improvement plans. Sign in sheets and agendas will serve as evidence of this activity. The director of SPED will monitor the dashboard of GO IEP to insure that teachers are meeting required deadlines for IDEA. Any staff members not meeting timeline requirements will be required to attend monthly technical assistance. Sign in sheets and agendas will serve as evidence of this activity. School staff will be provided access to the local policy and procedure manual for special education: An annual meeting will be held with all staff (school and

IDEA Performance Goals:

noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance	district level) to inform staff of of the policies and procedures related to IDEA. Staff wil lbe updated during the school year of any changes occuring to the polices and procedures. The information may be provided electronically. Sign in sheets and agendas will serve as evidence of this activity.

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement: 1. In support of well-rounded educational opportunities, if applicablebr 2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 3. In support of safe and healthy students, if applicable 4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 5. In support of the effective use of technology, if applicable 6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step	Not applicable - Transferred to TIA

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will const any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	Not applicable - Transferred to TIA

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

Equity Gap 1Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	Intervention Not Effective - Abandon Activities/Strategies Identifying student discipline as an equity gap has been eliminate for two reasons: 1) Stakeholders and data suggest that lack of rigorous instruction constituted to general non-compliant behavior which was the primary identified behavior, 2) The achievement gap and associated unknown factors resulting from SY2021 make it too difficult to determine what the antecetent causes are to student discipline.

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.	The schools have developed varying levels of improvement in understanding the importance of the leadership teams role in selecting and examining data sets that lead to effective decision making needed to monitor the SIP. As such, the schools are better equipped at identifying effective interventions and strategies to eliminate equity gaps.

Equity Gap 2Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	Intevention Not Effective - Adjust Activities/Strategies

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.	As stated in Equity Gap #1- the schools have become better equipped to form and operate School Leadership Teams. TKES interrater reliability professional learning was effective in shifting the focus for SY22 to pinpointing instructional processes that lead to lack of improvement of statewide assessments.

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