Comprehensive Needs Assessment
2024 - 2025 District Report

Quitman 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	Jon-Erik Jones
Multiple Program(s)	Federal Programs Director	Shirley Johnson
Multiple Program(s)	Curriculum Director	Jon-Erik Jones
Multiple Program(s)	School Leader (#1)	Kim Parks, Principal
Multiple Program(s)	School Leader (#2)	Deidre Brown, RTI/PBIS Coordinator/Media Center
Multiple Program(s)	Teacher Representative (#1)	Demetria Harris
Multiple Program(s)	Teacher Representative (#2)	Gabriel Johnson
McKinney-Vento Homeless	Homeless Liaison	Shirley Johnson
Neglected and Delinquent	N&D Coordinator	Shirley Johnson
Rural	REAP Coordinator	Shirley Johnson
Special Education	Special Education Director	Courtney Murphy
Title I, Part A	Title I, Part A Director	Shirley Johnson
Title I, Part A	Family Engagement Coordinator	N/A
Title I, Part A - Foster Care	Foster Care Point of Contact	Lakaisha Bonner
Title II, Part A	Title II, Part A Coordinator	Shirley Johnson
Title III	Title III Director	Deirdre Brown
Title IV, Part A	Title IV, Part A Director	Shirley Johnson
Title I, Part C	Migrant Coordinator	Shirley Johnson

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	N/A
Multiple Program(s)	Testing Director	Deidre Brown
Multiple Program(s)	Finance Director	Shirley Gilbert
Multiple Program(s)	Other Federal Programs Coordinators	N/A

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	CTAE Coordinator	Michael Coley
Multiple Program(s)	Student Support Personnel	Lakaisha Bonner
Multiple Program(s)	Principal Representatives	N/A
Multiple Program(s)	High School Counselor / Academic Counselor	N/A
Multiple Program(s)	Early Childhood or Head Start Coordinator	Dena Brooks
Multiple Program(s)	Teacher Representatives	Demetria Harris, HS Math Teacher
Multiple Program(s)	ESOL Teacher	N/A
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	N/A
Multiple Program(s)	ESOL Coordinator	N/A
21st CCLC	21st CCLC Program Director	N/A
21st CCLC	21st CCLC Site Coordinator or Data Specialist	N/A
Migrant	Preschool Teacher	N/A
Special Education	Student Success Coach (SSIP)	Courtney Muphy
Title II, Part A	Human Resources Director	Mattie Johnson
Title II, Part A	Principal Supervisors	N/A
Title II, Part A	Professional Learning Coordinators	Shirley Johnson
Title II, Part A	Bilingual Parent Liaisons	N/A
Title II, Part A	Professional Organizations	PAGE
Title II, Part A	Civil Rights Organizations	N/A
Title II, Part A	Board of Education Members	Willie Anderson
Title II, Part A	Local Elected/Government Officials	Carvel Lewis
Title II, Part A	The General Public	Cheryl Garrett
Title III	Refugee Support Service Staff	N/A
Title III	Community Adult ESOL Providers	N/A
Title III	Representatives from Businesses Employing Non-English Speakers	N/A
Title IV, Part A	Media Specialists/Librarians	Deidre Brown
Title IV, Part A	Technology Experts	Twanda Banks
Title IV, Part A	Faith-Based Community Leaders	Sherman Williams

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)	Eric Corbett
Multiple Program(s)	Private School Officials	N/A
Migrant	Out-of-School Youth and/or Drop-outs	N/A
Title I, Part A	Parent Representatives of Title I Students	Theresa Walker
Title I, Part A - Foster Care	Local DFCS Contacts	Tanika Ward
Title II, Part A	Principals	Kim Parks
Title II, Part A	Teachers	Demetria Harris
Title II, Part A	Paraprofessionals	N/A
Title II, Part A	Specialized Instructional Support Personnel	Shirley Johnson
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Chattahoochee Flint RESA
Title III, Part A	Parents of English Learners	N/A

Recommended and Additional Stakeholders

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

Recommended and Additional Stakeholders

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

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	QCSD recognizes that all stakeholders play an active and vital part in generating, collecting, summarizing, and analyzing data. The team ensured that various stakeholders had an opportunity to provide their perspectives. The district is a part of several different collaborative stakeholder groups: Literacy task force, Family connections , Parent groups, School & District focus team; District collaborative; Superintendent Student Cabinet; School Study Groups; Vertical planning teams; AdvancedEd evaluation report; and Title I Parent meetings. This input is provided via targeted meetings, surveys, input meetings, and small/individual group meetings.

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Input from all stakeholders is necessary for growth and improvement. Input is also required. Feedback is fundamental to our school programs. Input is obtained from all stakeholders via surveys, verbally, emails, meetings, and the website. Bimonthly, the Superintendent's district collaborative team meets to collaborate and discuss district & school needs, data, and to interpret & share information. A member from the district meets monthly with the Family Connections Collaborative Community Organization to gain and share student achievement data and other district information with the community. District and School Leadership Teams meet often to share and interpret data. Feedback is gathered and analyzed.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
3. Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning:The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	1.86
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.	1.82
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.	1.86
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.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	✓
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, 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. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
3. Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism:The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism:The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	1.86
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism:The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge:The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2
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.	1.86
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
3. Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism:The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge:The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2
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.	1.86
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.	1.82
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.	1.86
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.	1.86
8. Academically Challenging Environment:The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2
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.	1.86
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Several perception data sources were used. They include: parent & family engagement surveys, Title I surveys, Special Ed parent survey, CNA Needs Assessment, support services, homeless survey & other federal grants' surveys, Georgia Climate Survey, and Georgia Student Health Survey 2.0

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?")	QCSD works consistently to keep all stakeholders (parents, community, and faculty) informed and engaged in the events and the decision-making that effect student achievement. All stakeholders are welcomed and encouraged to participate in the decision-making process regarding student achievement. QCSD follows the "family-friendly partnership school walk-through." QCSD provides a well-rounded education for all students. The district teaches foreign language, fine arts, physical education and dual enrollment. College & career counseling is done, including providing financial aid workshops along with FAFSA information. The district has a Parent & Family Engagement Specialist, 1 School counselor, and 2 academic coaches in its employ. The system supports safe and healthy students; community and parental involvement in schools. Systems and practices are in place to prevent bullying and harassment--i.e. bully boxes, guest speakers, counseling referrals, group counseling. The system has established community partnerships. The district supports high-quality professional learning for educators and school leaders to personalize learning & improve academic achievement. This is done by providing training to staff about ways to partner with parents; timely notification; and sending quality work folders home to parents. The system builds technological capacity and infrastructure: We are an "Apple" school system. Students participate in blended learning projects.

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)	Instructional walkthroughs; TKES & LKES data; Teacher absenteeism data; formative & summative assessment data; lesson plans; student work samples; Lexile scores; attendance data; PLC meetings; State and federal reviews--AdvancEd, CTAE, CFM; Trainings--Ethics, Federal procedures, Teaching & learning; District strategic plan; DIP; SIPS; CNA; Parent plan; Foster-care transportation plan; CCRPI data; Retention plan; Recruitment plan, Assessment calendar & assessment training; District retention data; teacher exit surveys, Equity data profile, Title II; PL survey; CPI data; attendance; discipline; homeless 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?")	There is a gap between the "what" of instruction and the "how" of instruction; between actual student achievement and the goal. There seems to be a need to refine the instructional system--the structure of the coherent instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress. Teacher recruitment and retention has proven to be one that the district has had to address. It is difficult for QCSD to hire effective in-field teachers & retain effective teachers and school leaders. Even though this is the case, several things are in place to support professional capacity. The district has created PLCs to support and build teacher knowledge and skills across the system. Also, because we are a small system, faculty & staff oversee various areas and are responsible for several jobs. PLCs have proven to be effective in terms of communication and collaboration. According to the most recent State CPI data, there is a gap in teacher retention and inexperienced teachers. This is a concern for the district.

What achievement data did you use?	Lexile scores; the most current CCRPI data; After-school achievement data; STAR benchmark testing data for reading and math; Beacon data, ISip data, individual student progress report grades; report card grades; school failure lists; Summer school list, Formative assessments' data

What does your achievement data tell you?	The most recent CCRPI scores show that further improvements need to be made in student achievement for the elementary schools. The elementary school, Grades K-5, is considered a "School in need of improvement" or CSI school (Comprehensive support and Improvement School). This means that the academic achievement of students, falls in the bottom 5 percent of all Title I schools in the state. The elementary school is labeled a CSI school in needs improvement status.

What demographic data did you use?	School Nutritionist's CEP report; school demographic data (race, gender); county demographic data; US census data from https://www.census.gov/quickfacts/fact/table/quitmancountygeorgia/PST045216 Georgia's Family Connections data from: https://gafcpdatatools.com/ga_profiles/pdfs/Quitman.pdf

What does the demographic data tell you?	Quitman County is a Title I school-wide school district with approximately 300 students in grades K through 12. The most recent data collected from Georgia's Family Connections data profile for Quitman County on March 2024, reveals that we are at a 100% poverty level for our students throughout the district. The district is a rural school district where student population is sparse. There is minimum business/industry in the county. The most recent data from Georgia's Family Connections data reveals Population is 2,289; 37% of the population is white; 51.% of the population is black; 11.1% is other. The median household income is $35,522. 22.8% of the population lives in Poverty. 36% of children live in poverty. 59.8% of our children live in single-parent homes. 64.7% of the adults are high school graduates or higher. The district is composed of approximately 321 students (actual May 2024 count). Because Quitman County is a small rural community, has limited funds to offer recruitment & retention incentives and stipends, does not offer teaching supplements, and does not offer Social Security retirement, it is challenging to attract and retain effective teachers and school leaders.

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?	PL is determined by analyzing the results of the teacher PL survey. Plans are made accordingly. PL prior-approval form is a needs assessment of faculty & staff regarding why PL is needed and how it will increase student achievement or leadership capacity. The team models a standards-based classroom that instructs the students on what they should do--essential question, work time, closing, standard. CNA survey, curriculum planning--mapping and pacing guides for content, and study groups introduce research-based instructional strategies to enhance classroom instruction. A challenge is staff continuity. Because district is small and receives fewer funds than larger district, pay is here is much less than in an urban area.

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 district has created professional learning communities to support and build teacher knowledge and skills across the system. Because we are a small system, faculty & staff oversee various areas. PLCs have proven to be effective. It builds teamwork among faculty and staff. Each classroom is consistent with the framework being posted for each class. The framework communicates what students should know and be able to do. Benchmark assessments are used to monitor student performance. Walk throughs are conducted by the leadership to look at classroom instruction. Each year, teachers complete a professional learning survey. Programs are provided to address the diverse student needs, including remediation and acceleration. The district accesses the effectiveness of programs using student achievement results via monthly Data Team Collaborative meetings. Monthly, the Superintendent chairs a cabinet meeting for communication and collaboration. Challenge: Small numbers of faculty. Vertical planning/common planning time to work with coaches is limited. We have singleton teachers in each school--one teacher per grade level; and the only time for vertical planning is after school because of scheduling.

Strengths and Challenges Based on Trends and Patterns

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?	Quitman county is located in a rural and sparse area. Teacher recruitment and retention has proven to be one that the district has had to address. Several things are in place to support professional capacity. According to the most recent Title II-A Data , there is a gap in inexperienced teachers for both schools, and teachers who are teaching out-of-field for the elementary school. This is a concern for the district.

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?	QCSD works consistently to keep all stakeholders (students, parents, community, business partners, and faculty) informed and engaged regarding the events and the decision-making that affect the students and parents. All stakeholders are welcomed and encouraged to participate in the decision-making process for student achievement. Based on the "Family-Friendly Partnership School Walk-Through" information, the district is operational in its practices. Increasing staff capacity is an ongoing target for the system. This is done by providing training to staff about ways to work with parents; timely notification; and information sent home to parents. Faculty and staff sometimes facilitate and teach workshops at Parent meetings. Challenge: Parental involvement

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?	Quitman County provides a well-rounded education for its students. The district has employed a foreign language teacher, CTAE teacher, Physical education teachers and a music teacher. It offers Dual Enrollment classes through Columbus Technical College and other colleges. College & Career counseling is done, including providing financial aid workshops along with FAFSA information. The district has a Parent and Family Engagement Specialist, 1 school counselors, and academic coaches in its employ. Quitman County supports safe and healthy students. The system promotes community and parental involvement in schools. Systems and practices are in place to prevent bullying and harassment. The system has established community partnerships (Rotary club, Family Connections, New Horizons, Ga Crisis Team, Vocational Rehab, Columbus Tech, Andrew College, Wallace College, Child Find, GA Reading, Sheriff Department and the Community library). The district supports the effective use of technology. The system supports high-quality professional development for educators, school leaders, and administrators to personalize learning & improve academic achievement. The system builds technological capacity and infrastructure, we are an "Apple" system. Blended learning projects are done. Challenge: Consistency with data, looking at the data, moving children when needed

Strengths and Challenges Based on Trends and Patterns

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?	Quitman County School District is a school-wide Title I school district. 100 percent of the students receive free school breakfast and lunch. There is no impacting industry in the county. However, Quitman County does have two local businesses: D&J Plastics and Agriculture. Processes are in place for the special education director, CTAE director, school Principal, and school counselor to ensure that students have access to programs addressing individualized learning needs. This includes EIP and REP, IEP, 504, alternative education, Work-based learning, and Career technical education . The gifted program is relatively new to the district. Because we are a small district located in a rural area, it is challenging to attract and retain effective teachers. Challenge: Scheduling

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?	Each year, Dual Enrollment courses are offered through Columbus Technical College and other colleges. Students are also offered the opportunity to take dual-enrollment courses either in-person or online. Study Mania sessions are provided for students prior to Milestone testing. These sessions have been offered after school and on Saturdays. Student achievement is discussed during weekly Teaching & Learning Collaborative meetings. The Comprehensive Needs Assessment survey is posted online & taken by school staff, district staff, parents, community, and business stakeholders. Benchmark data reveals that QC students would greatly benefit from reading/comprehension and math interventions. Teacher survey and other data reveal that teachers need more professional learning in differentiation, RTI/MTSS, literacy strategies, and using assessment to drive instruction. Challenge: Grade levels not reading on grade level when they begin the year. Each year, from the previous year, students are not starting on grade level. Students would greatly benefit from academic competitive events, leadership events, and field trips. The district actively searches for off-campus academic student events and field trips because these type-events increase student achievement.

IDEA - Special Education

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	We are able to serve students in the general education classroom with support. We have seen an increase in lexile scores for SWD's this year due to having extended interventions with our benchmark literacy program. All of our co-teachers receive professional learning with appropriate strategies for effective co-teaching.

Challenges	We have to be very creative in Quitman County with our scheduling and maximizing our FTE due to small numbers with students and staff. We create a master schedule early and schedule our special education students first to ensure they are receiving FAPE. It is also difficult to find resources close to our school for physical, occupational and vision services.

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	The most recent findings indicate that Quitman County is in compliance with administration of the grant. The most recent audit revealed no findings. The most recent cross-functional monitoring revealed that the grant coordinator and a new accounts payable employee has shown positive results. There were 2 corrective actions. Instructional support provided for the elementary and or high school via Title I-A includes an intervention teacher, an instructional coach, and a paraprofessional.

Challenges	Because we are a small district and population is sparse. Parental attendance at parent workshops and Title I meetings are low. It is a challenge getting a large number of parents to meetings. It is also a challenge to recruit and retain In-field teachers. Funding academic coaches, paraprofessionals and intervention teachers is a challenge for the district.

Title I, Part A - Foster Care

Strengths	Quitman County does have a designated point of contact for the district, the parent coordinator. The district has established an approved Transportation Plan for Foster Care Children. The Superintendent Cabinet/district employees and staff are aware of a Transportation Plan. The DFACS representative communicates with the parent coordinator or federal programs director frequently. They have each others contact information.

Challenges	Identifying foster care children; and foster-care transportation costs

Title I, Part A - Parent and Family Engagement

Strengths	Parent attendance is high when school faculty is facilitating and children are performing during the parent workshops.

Challenges	We are a small district and the population is sparse. Parental attendance at parent workshops and Title I meetings are low. Attendance is an issue. Although parents attend celebrations where their children are leading the event or performing, attendance is low for official parenting workshops and Title I meetings. Funding the program is a challenge.

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	At present, QCSD does not have any migrant children. If needed the district communicates with ABAC (MEP fiscal agent). The district will coordinate services with ABAC, if needed. At this time, Shirley Johnson is the District MEP Coordinator.

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	At present, QCSD does not have any migrant children. The district does communicate with ABAC (MEP fiscal agent). The district will coordinate services with ABAC, if needed. At this time, Shirley Johnson is the District MEP Coordinator.

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

Strengths	At present, QCSD does not have any Neglected and Delinquent facilities in its geographical location or area. When applicable, the district will follow all required Title I guidelines.

Challenges	At present, QCSD does not have any Neglected and Delinquent facilities in its geographical location or area. When applicable, the district will follow all required Title I guidelines.

Title II, Part A - Supporting Effective Instruction

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

Strengths	Quitman County is a small rural district that is surrounded by other small rural school districts. Normally, effective teachers and leaders who reside in the district or close by the district, remain with the district throughout their careers. However, staff that commutes over 50 miles do not usually remain with the district for more than 3-5 years.

Challenges	Quitman County is located in a rural area. Population is sparse. It is difficult to attract and to retain effective teachers and leaders in a small rural community that does not have any social attractions, industry and no rental housing. Quitman County is 60 miles from the nearest urban area, Columbus, GA. Teachers, principals, and other school leaders have several job duties because we are small. For example we have one core content teacher who is responsible for each subject at the high school: The math teacher teaches all required maths for grades

Title II, Part A - Supporting Effective Instruction

	9-12

Language Instruction for English Learners and Immigrant Students

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

Strengths	During registration, families are given the EL Questionnaire so that assistance can be provided as soon as possible. The questionnaire allows parents to identify whether or not their child is an EL student or immigrant. This form is also located on the district website. The district has designated an EL Coordinator. The assessment coordinator tests our EL student and analyzes the data with our RTI coordinator in order to determine next steps.

Challenges	We are a small district and population is sparse. For those reasons, parental involvement is a challenge. Teacher retention is a challenge: Staff members are responsible for several job titles/duties. Although services would be provided, EL student would be unusual for the district. Additional professional learning is needed in order to best support EL students. Funding is also a challenge for the district.

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

Strengths	The registration process does include a question that allows parents/guardians to identify whether or not their child is homeless. A homeless questionnaire is available to parents/guardians throughout the year, both the district web page and in the parent-student handbook. Parents complete the homeless form and return it to teacher who thens gives the forms to the parenting coordinator. The homeless form is sent home in the Fall and Spring.

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

Challenges	Quitman County is a small community with most of its members being family. One challenge is getting parents/guardians to both request and accept homeless assistance from the district. Because of the small number of homeless students, the district does not qualify to apply for the homeless grant. The district does need additional funds because it is a challenge identifying our homeless children and providing them support (such as uniforms, supplies, and transportation) once identified.

Title IV, Part A - Student Support and Academic Enrichment

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

Strengths	100% transfer of Title IV, Part A funds

Challenges	100% transfer of Title IV, Part A funds

Title I,Part A - Equitable Access to Effective Educators

Strengths	Student data is analyzed each week at PLCs--vertical planning teams, study groups, data, teaching & learning collaboratives, Superintendent cabinet meetings, and School leadership team. The Title I Director has access to each student's information via PowerSchool. PowerSchool allows the Title I Director direct access to student achievement, attendance, and discipline data on a daily basis.

Challenges	QCSD is a rural school district. The population is sparse. It is difficult to attract and retain effective teachers. With this being the case, the district has measures to ensure that students have equitable access to effective educators. School leaders and district leaders regularly monitor instruction; Team meetings regularly analyzed achievement data; Teachers are given extensive professional learning, both on-site and off campus. All of these things increase teachers' capacity to make ineffective teachers, effective.

Title V, Part B - Rural Education

Strengths	The district has greatly benefited from Title V funds. The funds will be used to support the systems of improvement in order to increase student achievement.

Challenges	QCSD is a rural district with no industry. We are 60 miles away from the nearest urban area, Columbus, GA. Although we greatly appreciate the allocation of funds, additional funds are necessary for the district to expand initiatives and create additional initiatives for students.

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	To increase ELA Content Mastery in all schools (E,M, and H) in ELA by 3% by the end of FY25.
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	Benchmark softwares that will be used for Kindergarten--DIBELS, STAR Early Literacy Benchmark softwares that will be used for STAR Reading and STAR Math. GMAS results will be used to determine growth. As a result of COVID-19 pandemic, students experienced severe learning loss. Social Emotional Learning is very important and will be addressed.

Overarching Need # 2

Overarching Need	To increase each school's star climate rating by 1 star (3 to 4) by the end of FY24 as reported on the most recent CCRPI report..
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	5

Additional Considerations	Schools will use the state PBIS/RTI/MTSS behavioral support model to decrease student misbehaviors. Staff buy-in is needed. Model behavior needs to be exhibited consistently. Social Emotional Learning is very important and will be addressed. COVID-19 pandemic caused sever learning loss.

Overarching Need # 3

Overarching Need	To increase Math Content Mastery in all schools (E,M, and H) in ELA by 3% by the end of FY24.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	Benchmark softwares that will be used for Kindergarten-STAR Early Literacy-progress monitoring. Benchmark softwares that will be used for STAR Math and STAR Reading-progress monitoring. GMAS results will be used to determine growth. As a result of COVID-19 pandemic, students experienced severe learning loss. Social Emotional Learning is very important and will be addressed.

Overarching Need # 4

Overarching Need	To increase retention of effective teachers
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Benchmark softwares that will be used for Kindergarten-STAR Early Literacy-progress monitoring. Benchmark softwares that will be used for STAR Math and STAR Reading-progress monitoring. GMAS results will be used to determine growth. As a result of COVID-19 pandemic, students experienced severe learning loss. Social Emotional Learning is very important and will be addressed.

Overarching Need # 5

Overarching Need	To increase recruitment of effective teachers
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Benchmark softwares that will be used for Kindergarten-STAR Early Literacy-progress monitoring. Benchmark softwares that will be used for STAR Math and STAR Reading-progress monitoring. GMAS results will be used to determine growth. As a result of COVID-19 pandemic, students experienced severe learning loss. Social Emotional Learning is very important and will be addressed.

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 - To increase ELA Content Mastery in all schools (E,M, and H) in ELA by 3% by the end of FY25.

Root Cause # 1

Root Causes to be Addressed	Developmental & Academic delays. Students are entering the next grade socially, emotionally, and academically delayed. This delay continues through several grades. Students don't have the developmental skills and academic skills to succeed at a particular grade level. There is a gap between their incoming academic skills and what is needed for students to be successful & learn new standards.As a result of COVID-19 pandemic, students experienced severe learning loss. Social Emotional Learning is very important and will be addressed.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program 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 Others : CTAE, Local

Additional Responses	A web-based Universal Screener will be give to all students to determine their academic skills and weaknesses. Intervention will occur for those students who do not meet grade level and or who are deficient in reading skills. The goal is for every student to always be on grade level: This happens when students meet or exceed academic standards. The district will use Early intervention,Child Find, and Get Ga Reading. Instruction will be blended with technology to increase student state test scores. Technology will be used for remediation and enrichment activities. Academic coaches will model correct instruction and monitor teachers. The principal and assistant principal will monitor teachers using walkthroughs and TKES. Both vertical planning and horizontal planning will occur at the school. The school leadership team and the district leadership team will critique and evaluate student and teacher data.

Root Cause # 1

Additional Responses	The District will apply for the State Preschool Summer School Grant.

Root Cause # 2

Root Causes to be Addressed	Parental Involvement and continuing to address learning loss due to COVID-19. Students are not reading enough and need vocabulary development. Students are entering the next grade without the foundational/prior-year skills. Parent Literacy training, math concepts training, Georgia Milestones training, and other academic training will be conducted at the school. Grade-level reading books will be sent home to parents. Some books can be checked out by parents/guardians and returned to school. As a result of COVID-19 pandemic, students experienced severe learning loss. Social Emotional Learning is very important and will be addressed.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program 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 Others : CTAE, State and local

Additional Responses	FY24, the district was unable to hire a Parent Coordinator. We are hopeful that in FY25, the district will employ a Parent Coordinator housed at the main entrance of the school. Parental involvement attendance needs improvement. The Parent Coordinator will communicate with parents regarding the various parent workshops throughout the school year. Communications software will be purchased so that parents can register students online, view their child's classwork, and communicate with faculty. Parents reading at home with their child(ren) will impact student academic achievement. Academic, social, and emotional material will be sent home with students and parents. Parents will also be able to have access to material from the parent center to use at home. The parent center will contain the following for parents/guardians to use: laptops for parents to checkout, printers, reading material, math material, social emotional material, and etc.

Overarching Need - To increase each school's star climate rating by 1 star (3 to 4) by the end of FY24 as reported on the most recent CCRPI report..

Root Cause # 1

Root Causes to be Addressed	PBIS. The state model of PBIS will be implemented. Behavior will be closely monitored. Teacher PL and support regarding classroom management, rituals, and routines will be provided. The district will continue to implement State-model PBIS. Teachers and school leaders will receive PL. Social emotional learning will be implemented with teacher and school leader PL, student and teacher resources, student SEL sessions. Guest speakers regarding Social emotional learning, discipline, and achievement for students, staff, and parents. As a result of COVID-19 pandemic, students experienced severe learning loss. Social Emotional Learning is very important and will be addressed.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program 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 Others : CTAE, State and local

Additional Responses	One goal is to attain additional buy-in from the teachers. PBIS is about providing additional interventions and supports to prevent discipline problems. The goal is to decrease behavior problems by providing interventions and supports to both the students and teachers; thereby increasing the school climate rating. Consistent implementation is key to achieving the goal.

Overarching Need - To increase Math Content Mastery in all schools (E,M, and H) in ELA by 3% by the end of FY24.

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	Learning loss and Parental involvement will be addressed. Students are entering school developmentally and academically delayed. This delay continues through several grades. Students don't have the developmental skills (social & emotional) and academic skills to succeed at a particular grade level.. There is a gap between their incoming academic skills and what is needed for students to be successful & learn new standards. Teachers and school leaders need additional professional learning in math. Teachers and school leaders will evaluate teachers. Math is integrated into other subjects such as Science. Professional learning for science teachers and other teachers regarding how to incorporate math, will help students learn math to increase GA Milestone scores. As a result of COVID-19 pandemic, students experienced severe learning loss. Social Emotional Learning is very important and will be addressed.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program 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 Others : CTAE, State and local

Additional Responses	A web-based Universal Screener will be give to all students to determine their academic skills and weaknesses. Intervention will occur for those students who do not meet grade level and or who are deficient in math skills. The goal is for every student to always be on grade level: This happens when students meet or exceed academic standards. The district will use Early intervention and Child Find, Instruction will be blended with technology to increase student state test scores. Technology will be used for remediation and enrichment activities. Academic coaches will model correct instruction and monitor teachers. The principal and assistant principal will monitor teachers using walkthroughs and TKES. Both vertical planning and horizontal planning will occur at the school. The school leadership team and the district leadership team will critique and evaluate student and teacher data.

Overarching Need - To increase retention of effective teachers

Root Cause # 1

Root Causes to be Addressed	Teacher retention
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Others : CTAE, Local

Additional Responses	A web-based Universal Screener will be give to all students to determine their academic skills and weaknesses. Intervention will occur for those students who do not meet grade level and or who are deficient in math skills. The goal is for every student to always be on grade level: This happens when students meet or exceed academic standards. The district will use Early intervention and Child Find, Instruction will be blended with technology to increase student state test scores. Technology will be used for remediation and enrichment activities. Academic coaches will model correct instruction and monitor teachers. The principal and assistant principal will monitor teachers using walkthroughs and TKES. Both vertical planning and horizontal planning will occur at the school. The school leadership team and the district leadership team will critique and evaluate student and teacher data.

Overarching Need - To increase recruitment of effective teachers

Root Cause # 1

Root Causes to be Addressed	Teacher recruitment of in-field teachers
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Others : CTAE, Local

Root Cause # 1

Additional Responses	A web-based Universal Screener will be give to all students to determine their academic skills and weaknesses. Intervention will occur for those students who do not meet grade level and or who are deficient in math skills. The goal is for every student to always be on grade level: This happens when students meet or exceed academic standards. The district will use Early intervention and Child Find, Instruction will be blended with technology to increase student state test scores. Technology will be used for remediation and enrichment activities. Academic coaches will model correct instruction and monitor teachers. The principal and assistant principal will monitor teachers using walkthroughs and TKES. Both vertical planning and horizontal planning will occur at the school. The school leadership team and the district leadership team will critique and evaluate student and teacher data.

District Improvement Plan
2024 - 2025

Quitman County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Quitman County
Team Lead	Shirley Johnson
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Transfer Title IV, Part A to:	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	To increase ELA Content Mastery in all schools (E,M, and H) in ELA by 3% by the end of FY25.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Developmental & Academic delays. Students are entering the next grade socially, emotionally, and academically delayed. This delay continues through several grades. Students don't have the developmental skills and academic skills to succeed at a particular grade level. There is a gap between their incoming academic skills and what is needed for students to be successful & learn new standards.As a result of COVID-19 pandemic, students experienced severe learning loss. Social Emotional Learning is very important and will be addressed.
Root Cause # 2	Parental Involvement and continuing to address learning loss due to COVID-19. Students are not reading enough and need vocabulary development. Students are entering the next grade without the foundational/prior-year skills. Parent Literacy training, math concepts training, Georgia Milestones training, and other academic training will be conducted at the school. Grade-level reading books will be sent home to parents. Some books can be checked out by parents/guardians and returned to school. As a result of COVID-19 pandemic, students experienced severe learning loss. Social Emotional Learning is very important and will be addressed.
Goal	To increase the District's Content Mastery score by 3% with a focus on ELA by the end of FY25.

Action Step # 1

Action Step	Plan for additional quality instructional PL and trainings for staff--software training, PBIS & school climate, RTI/MTSS, Social emotional & behavioral learning, math, science, literacy, social studies, parental involvement, data, behavior intervention, Mindset de-escalating/behavioral, School safety, Student information system via Study groups, vertical planning, model lessons, department meetings, Off-campus PL, teacher observations. As a result of targeted PL, teachers will deliver quality instruction. Teachers will use targeted grouping for Literacy. Assistance will be sought from RESA.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless

Action Step # 1

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	PL packets, Sign-in sheets, agendas, schedules/calendars
Method for Monitoring Effectiveness	Observations, groups-analysis of benchmark data, Assessment data, PL redelivery form
Position/Role Responsible	Principals, PL Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Ministerial group, Teaching & Learning Collaborative, Parent & Community, Superintendent Cabinet, Student cabinet

Action Step # 2

Action Step	Monitor progress and monitor instruction via TKES, observations, and walkthrough data.
Funding Sources	Title I, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	Observation forms, Calendar/schedule
Method for Monitoring Effectiveness	Monitoring Assessment data, Observation data, RTI data
Position/Role Responsible	Principals, Superintendent
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Ministerial group, Teaching & Learning Collaborative, Parent & Community, Superintendent Cabinet, Student cabinet

Action Step # 3

Action Step	Students will use Intervention and structured literacy software programs, instructional material, and grade-level reading books during school, after school, summer, and at home to reinforce ELA standards.
Funding Sources	Title I, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Student Usage reports, Purchase order packets, Information provided to parents
Method for Monitoring Effectiveness	Lexile reading levels (iStation & BAS), Student usage reports, summary reports, GMAS scores, Assessment data
Position/Role Responsible	Principals, Federal programs director
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Ministerial group, Teaching & Learning Collaborative, Parent & Community, Superintendent Cabinet, Student cabinet

Action Step # 3

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)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Ministerial group, Teaching & Learning Collaborative, Parent & Community, Superintendent Cabinet, Student cabinet

Action Step # 4

Action Step	The parent & family engagement coordinator will provide GMAS parent meetings and other required Title I parent meetings
Funding Sources	Title I, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Calendar/schedule, parent plan, compacts
Method for Monitoring Effectiveness	Assessment data, parent survey data
Position/Role Responsible	Principals, Federal programs director, Parent & family coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Action Step # 4

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)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Ministerial group, Teaching & Learning Collaborative, Parent & Community, Superintendent Cabinet, Student cabinet

Action Step # 5

Action Step	Provide after-school/Saturday school/tutoring/intervention/additional accelerated learning opportunities to increase student achievement.
Funding Sources	Title I, Part A Title V, Part B IDEA Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	calendar/schedule, information provided to parents, sign-in sheets
Method for Monitoring Effectiveness	Assessment data
Position/Role Responsible	Principals, 21st Century Grant coordinator, Federal Programs Director
Evidence Based Indicator	Strong

Action Step # 5

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Ministerial group, Teaching & Learning Collaborative, Parent & Community, Superintendent Cabinet, Student cabinet

Action Step # 6

Action Step	Add reading teachers, intervention teachers, instructional technology coach, and paraprofessionals for small group interventions used with literacy curriculum
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 6

Systems	Coherent Instruction
Method for Monitoring Implementation	Calendar/schedule, job advertisement
Method for Monitoring Effectiveness	Signed contracts, clock in-clock out reports, Assessment data
Position/Role Responsible	Superintendent, HR Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Ministerial group, Teaching & Learning Collaborative, Parent & Community, Superintendent Cabinet, Student cabinet

Action Step # 7

Action Step # 7

Action Step	Prove a paperless software that will allow stakeholders to E-sign & complete forms such as parent plan, parent compacts, federal surveys, other surveys
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Purchase order packet, meeting agenda, quote from vendor
Method for Monitoring Effectiveness	E-signed forms
Position/Role Responsible	Federal programs director
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Ministerial group, Teaching &

Action Step # 7

	Learning Collaborative, Parent & Community, Superintendent Cabinet, Student cabinet

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase each school's star climate rating by 1 star (3 to 4) by the end of FY24 as reported on the most recent CCRPI report..
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	PBIS. The state model of PBIS will be implemented. Behavior will be closely monitored. Teacher PL and support regarding classroom management, rituals, and routines will be provided. The district will continue to implement State-model PBIS. Teachers and school leaders will receive PL. Social emotional learning will be implemented with teacher and school leader PL, student and teacher resources, student SEL sessions. Guest speakers regarding Social emotional learning, discipline, and achievement for students, staff, and parents. As a result of COVID-19 pandemic, students experienced severe learning loss. Social Emotional Learning is very important and will be addressed.
Goal	To increase each school's most recent star climate rating by 1 star (3 to 4) by the end of FY25 as reported on the most recent CCRPI report.

Action Step # 1

Action Step	Continue with State PBIS model and PBIS support & interventions for students.
Funding Sources	Title I, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, agendas, Professional learning packets
Method for Monitoring Effectiveness	Observation data, Assessment data, Discipline data
Position/Role Responsible	Principals, PBIS Coordinator, Federal programs director
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Ministerial group, Teaching & Learning Collaborative, Parent & Community, Superintendent Cabinet, Student cabinet

Action Step # 2

Action Step	Provide Professional Learning Registration and Travel for school staff allowing them to visit nationally recognized schools with high academic achievement particularly the Ron Clark Academy in Atlanta, GA.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 2

Systems	Professional Capacity
Method for Monitoring Implementation	Faculty roster, Travel packets
Method for Monitoring Effectiveness	Observation data, faculty survey, Assessment data
Position/Role Responsible	Principal, Superintendent, Grant coordinators
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Ministerial group, Teaching & Learning Collaborative, Parent & Community, Superintendent Cabinet, Student cabinet

3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase Math Content Mastery in all schools (E,M, and H) in ELA by 3% by the end of FY24.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Learning loss and Parental involvement will be addressed. Students are entering school developmentally and academically delayed. This delay continues through several grades. Students don't have the developmental skills (social & emotional) and academic skills to succeed at a particular grade level.. There is a gap between their incoming academic skills and what is needed for students to be successful & learn new standards. Teachers and school leaders need additional professional learning in math. Teachers and school leaders will evaluate teachers. Math is integrated into other subjects such as Science. Professional learning for science teachers and other teachers regarding how to incorporate math, will help students learn math to increase GA Milestone scores. As a result of COVID-19 pandemic, students experienced severe learning loss. Social Emotional Learning is very important and will be addressed.
Goal	To increase the District's Content Mastery score by 3% with a focus on math by the end of FY25.

Action Step # 1

Action Step	Plan for additional quality instructional PL and trainings for staff--software training, PBIS & school climate, RTI/MTSS, Social emotional & behavioral learning, math, science, literacy, social studies, parental involvement, data, behavior intervention, Mindset de-escalating/behavioral, School safety, Student information system via Study groups, vertical planning, model lessons, department meetings, Off-campus PL, teacher observations. As a result of targeted PL, teachers will deliver quality instruction. Teachers will use targeted grouping for Literacy. Assistance will be sought from RESA.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 1

Subgroups	Immigrant
Systems	Effective Leadership Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	Sign-in sheets, agendas, calendar/schedule, PL packets
Method for Monitoring Effectiveness	Observation data, Assessment data, Discipline data, Climate ratings, RTI data
Position/Role Responsible	Principals, PL coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Ministerial group, Teaching & Learning Collaborative, Parent & Community, Superintendent Cabinet

Action Step # 2

Action Step	Monitor progress and monitor instruction via TKES, observations, and walkthroughs
Funding Sources	Title I, Part A Title V, Part B IDEA Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Observation forms, calendar/schedule
Method for Monitoring Effectiveness	Monitoring Assessment data, Observation data, RTI data
Position/Role Responsible	Principal, Superintendent
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Ministerial group, Teaching &

Action Step # 2

	Learning Collaborative, Parent & Community, Superintendent Cabinet, Student cabinet

Action Step # 3

Action Step	Students will use Intervention and structured literacy software programs, intervention materials, and grade-level math books/materials during school, after school, summer, and at home to reinforce Math standards.
Funding Sources	Title I, Part A Title V, Part B IDEA Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Student usage reports
Method for Monitoring Effectiveness	Student usage reports, Analysis of data
Position/Role Responsible	Principals, Federal programs director
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

Action Step # 3

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)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Ministerial group, Teaching & Learning Collaborative, Parent & Community, Superintendent Cabinet, Student cabinet

Action Step # 4

Action Step	The Parent & Family Engagement coordinator will provide GMAS parent meetings and other required Title I parent meetings
Funding Sources	Title I, Part A Title V, Part B IDEA Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Calendar/schedule, parent plan, compacts
Method for Monitoring Effectiveness	Assessment data, parent survey data
Position/Role Responsible	Principals, Federal programs director, Parent & family coordinator
Evidence Based Indicator	Strong

Action Step # 4

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Ministerial group, Teaching & Learning Collaborative, Parent & Community, Superintendent Cabinet, Student cabinet

Action Step # 5

Action Step	Provide after-school/Saturday school/tutoring/intervention/additional accelerated learning opportunities to increase student achievement
Funding Sources	Title I, Part A Title V, Part B IDEA Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction

Action Step # 5

Method for Monitoring Implementation	Calendar/schedule, information provided to parents, sign-in sheet
Method for Monitoring Effectiveness	Assessment data
Position/Role Responsible	Principal, 21st Century Grant Coordinator, Federal programs director
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Ministerial group, Teaching & Learning Collaborative, Parent & Community, Superintendent Cabinet, Student cabinet

Action Step # 6

Action Step	Add intervention teachers, instructional technology coach, and paraprofessionals for small group interventions (8-10 students)
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA Perkins

Action Step # 6

Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Calendar/schedule, job advertisement
Method for Monitoring Effectiveness	Signed contracts, clock in-clock out reports, Assessment data
Position/Role Responsible	Superintendent, HR coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Ministerial group, Teaching & Learning Collaborative, Parent & Community, Superintendent Cabinet, Student cabinet

Action Step # 7

Action Step	Provide a paperless software that will allow stakeholders to E-sign & complete forms such as parent plan, parent compacts, syllabi, federal surveys, Title II-A surveys, other surveys
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Purchase order packet, meeting agenda, quote from vendor
Method for Monitoring Effectiveness	E-signed forms
Position/Role Responsible	Federal programs director
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family.

Action Step # 7

	The district has developed several collaboratives--Ministerial group, Teaching & Learning Collaborative, Parent & Community, Superintendent Cabinet, Student cabinet

3. DISTRICT IMPROVEMENT GOALS

3.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase retention of effective teachers
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Teacher retention
Goal	To increase retention of effective teachers by 10% by the end of FY2025.

Equity Gap

Equity Gap	Teacher Retention

Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-5 Support the retention of effective teachers and effective school leaders

Action Step # 1

Action Step	Provide retention bonuses to effective teachers and school leaders
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity
Method for Monitoring Implementation	retention agreements, BOE minutes
Method for Monitoring Effectiveness	signed retention agreements, signed contracts
Position/Role Responsible	Superintendent, Federal programs director, HR coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Ministerial group, Teaching &

Action Step # 1

	Learning Collaborative, Parent & Community, Superintendent Cabinet, Student cabinet

Action Step # 2

Action Step	Provide targeted professional learning and support to teachers and school leaders--software training, PBIS, RTI, Social emotional learning, behavior, Mindset/De-escalating, Career Technical Education, math, science, literacy, social studies, parental involvement, Climate, Data via Study groups, vertical planning, model lessons, department meetings, teacher observations, off-campus PL, job-embedded PL, collaborative planning, grade-level meetings, pedagogy, including PL supplies
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity
Method for Monitoring Implementation	PL packets
Method for Monitoring Effectiveness	Observation data, Assessment data, Survey data
Position/Role Responsible	Principals, Federal programs director, Assessment coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Action Step # 2

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)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Ministerial group, Teaching & Learning Collaborative, Parent & Community, Superintendent Cabinet, Student cabinet

Action Step # 3

Action Step	Allow instructional teachers, school leaders, and paraprofessionals to visit high-achieving schools paying particular attention to instruction, such as Ron Clark Academy. Pay for registration and reimburse teachers for travel.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity
Method for Monitoring Implementation	PL packets
Method for Monitoring Effectiveness	Observation data, Assessment data

Action Step # 3

Position/Role Responsible	Superintendent, Principals, Federal programs director, Assessment coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Ministerial group, Teaching & Learning Collaborative, Parent & Community, Superintendent Cabinet, Student cabinet

Action Step # 4

Action Step	Ensure staff collaboration- District Superintendent Collaborative meetings, School Retreats, Grade level meetings, Collaborative planning meetings, School Leadership Meeting, Faculty meetings
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 4

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity
Method for Monitoring Implementation	Calendar/schedule, sign in sheets, agendas
Method for Monitoring Effectiveness	Retention data, Signed contracts
Position/Role Responsible	Superintendent, Principals
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Ministerial group, Teaching & Learning Collaborative, Parent & Community, Superintendent Cabinet, Student cabinet

Action Step # 5

Action Step	Provide resources for instructional staff and school leaders to support learning and teaching-- supplies, technology, equipment
Funding Sources	Title I, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership
Method for Monitoring Implementation	Purchase order agreements
Method for Monitoring Effectiveness	Observation data, recruitment data, student achievement data
Position/Role Responsible	Federal programs director, Principals, Assessment coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Ministerial group, Teaching & Learning Collaborative, Parent & Community, Superintendent Cabinet, Student

Action Step # 5

	cabinet

3. DISTRICT IMPROVEMENT GOALS

3.5 Overarching Need # 5

Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase recruitment of effective teachers
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Teacher recruitment of in-field teachers
Goal	To Identify and recruit effective teachers by 10% by the end of FY25

Equity Gap

Equity Gap	Teachers out-of-field

Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-4 Identify, recruit and equitably assign effective teachers and effective school leaders

Action Step # 1

Action Step	Provide recruitment bonus for teachers and school leaders
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity
Method for Monitoring Implementation	Recruitment agreements, BOE minutes
Method for Monitoring Effectiveness	Signed recruitment agreements, Signed contracts
Position/Role Responsible	Superintendent, Federal programs director
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Ministerial group, Teaching &

Action Step # 1

	Learning Collaborative, Parent & Community, Superintendent Cabinet, Student cabinet

Action Step # 2

Action Step	Attend recruitment job fairs and other hiring events
Funding Sources	Title II, Part A Title V, Part B IDEA Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity
Method for Monitoring Implementation	Travel packet
Method for Monitoring Effectiveness	Signed contracts
Position/Role Responsible	Superintendent, HR coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

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)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Ministerial group, Teaching & Learning Collaborative, Parent & Community, Superintendent Cabinet, Student cabinet

Action Step # 3

Action Step	Purchase a virtual teaching platform software, such as Edgenuity, that aligns to state teaching standards.
Funding Sources	Title I, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Approved & signed purchase order, Student usage report
Method for Monitoring Effectiveness	Assessment data, observation data
Position/Role Responsible	Superintendent, Federal programs director
Evidence Based Indicator	Strong

Action Step # 3

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, Rotary club, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Ministerial group, Teaching & Learning Collaborative, Parent & Community, Superintendent Cabinet, Student cabinet

4. REQUIRED QUESTIONS

4.1 Stakeholders, Coordination of Activities, Serving Children, and 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). | QC recognizes that all stakeholders play an active and vital part in generating, collecting, summarizing, and analyzing data. The team ensures that the following stakeholders had an opportunity to give input and provide their perspectives. The district seeks advice from individuals, organizations, specialized instructional support personnel, parents, community partners, and other organizations/partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Federal Programs.
The Federal Programs Director meets monthly with the Superintendent's Collaborative. During this meeting, ongoing and continuous coordination of services and supports take place. Sharing and collaboration takes place. Members of the Superintendent Collaborative includes, the Superintendent, Federal Programs Director, Special Education Director, Testing Coordinator, Technology Director, HR Coordinator, District Accountant, Chief Financial Officer, School Principal, Transportation Director, Nutrition Manager, Maintenance Director, Lead School Counselor, RTI Coordinator, PBIS Coordinator, CTAE Director, and the Title IV, Part B Coordinator. District leaders share information gained from the Superintendent's Cabinet with their school-level staff.
Stakeholder input meetings are held from February/March until May with teachers, principals, school leaders, parents, postsecondary, community, pastors' collaborative, Rotary club, Family connections community collaborative, School leadership team, District leadership team, Board of Education, Elected Officials, CTAE Advisory Committee (which is composed of teachers, guidance counselor, parents, businesses, community, and postsecondary).
Various data is evaluated. This data includes the Georgia Student health surveys, Georgia Parent surveys, Georgia Personnel surveys, Teacher surveys, Milestone test scores, Student failure lists, Parental involvement surveys, TKES data, Teacher retention data, Title II-A CNA PL survey, Title II-A Community and Parent Stakeholder surveys, Student surveys.
Stakeholders provide input by completing surveys. Comprehensive Needs Assessment Surveys are posted on the district webpage. There are separate surveys for parents, community, and school employees. Hard copies of the surveys can be obtained from the parent center. Input meetings with stakeholders are held at the school or virtually through Microsoft Teams or Zoom. Attendees complete a brief survey at the end of each parent meeting. The Parent Coordinator attends community meetings (Family Connections) and seeks input from those stakeholders. The Superintendent has established a parent and community collaborative, ministerial alliance, teaching & learning |

Coordination of Activities

	collaborative, and student cabinet. These stakeholders meet regularly. Input is gained from these collaboratives. The CTAE Advisory Committee meets 2 times per year: Input is obtained from these stakeholders. Feedback is gathered from all stakeholders. Agendas, sign-ins, and surveys are filed for documentation. Feedback is also gathered from the website, interviews, conferences, and E-mails.

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)	Quitman County School district is a small rural school district. The district seeks to ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by ineffective, out-of-field, and inexperienced teachers. The schedules of low income minority students are viewed to verify whether or not students are not taught by an ineffective, out-of-field, or inexperienced teacher for two years in a row. McKinney -Vento Homeless Questionnaires will be given to each student (grades PK-12) at the beginning of the school year and in the Spring of each school year. The data will be analyzed. The Homeless Liaison will work with the Human Resource Coordinator and the Principal to determine whether or not any of their teachers are ineffective, out-of-field, and inexperienced. The District Homeless Liaison will view each student's schedule at the beginning of the school year and in January. Each year, ineffective teachers, out-of-field teachers and inexperienced teachers (less than 3 years of experience) are given targeted professional learning and support. Student data is analyzed each week by Professional Learning Communities by way of vertical planning teams, study groups, teaching & learning collaboratives, Superintendent cabinet meetings, and School leadership team. The Title I Director has direct access to each student's academic and demographic data through PowerSchool. PowerSchool allows the Title I Director direct access to student schedules, achievement, attendance, and discipline data on a daily basis. Federal grant coordinators, the Principal, and HR Coordinator monitor teachers who are out-of-field and inexperienced. After school and Saturday school remediation, test prep sessions, and accelerated learning will continue to be implemented at both schools. Educational and leadership field trips will continue with both schools.

Professional Growth Systems

| Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include: | Quitman County School District provides professional learning opportunities to all teachers, administrators, and other staff so they may acquire, enhance, and refine the knowledge, skills, practices, and dispositions necessary to create and support high levels of learning for all students.

Quitman County School District uses multiple data sources which may include Walkthrough/observation data, Georgia Milestones, universal screeners, benchmarks, surveys (teacher, parent, student), discipline, and attendance (student & teacher) to ensure all teachers, administrators and staff are provided professional learning opportunities that will increase student achievement.

All Quitman County School District employees submits a prior approval form to ensure the professional learning is directly related to their job & goals, and each submits an professional learning evaluation form explaining how they will redeliver the PL to other staff members in the district.

When needed, Quitman County School District utilizes GaDOE, RESA and GLRS to provide professional learning opportunities to all staff. |
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PQ – Intent to Waive Certification

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

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)]	I.The district waives certification for_all_teachers except Special Ed and ESOL in the current fiscal year. II.Certification will be waived for special education teachers issuing grades in content

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)]	The minimum professional qualification required for employment for teachers for whom certification is waived is a Bachelor's degree.

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. | Recently, the elementary school has been identified as a CSI school; specifically grades 3-5. The district will support the identified schools through prioritization of funds. Federal funds will be used to supplement the identified school. Federal funds will be used to supplement, not supplant state and local funds. All requisitions will be based upon the Comprehensive Needs Assessment, District Improvement Plans, and School Improvement Plans. Prioritized needs are listed and identified in the District Comprehensive Needs Assessment (CNA). The District and School Improvement Plans are revised as necessary throughout the year. They are living documents.

The District Leadership team continues to meet monthly to discuss the needs of the schools. It is necessary for us to all be on the same page and speak the same language. Monitoring of the schools will continue to be conducted by the school principal, assistant principals, and Superintendent. TKES will continue to be used when evaluating teachers: The data will be compiled. The monitoring teams will continue to analyze the data, and use this data to plan professional learning.

The School Leadership team meets weekly. At this meeting, the team analyzes data, discusses trends, and monitors student achievement. |
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CTAE Coordination

| Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; andwork-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. | Academic and CTAE coordination is very important to the district. The CTAE teacher is actively involved in all instructional professional learning. The CTAE teacher meets weekly with all of the teachers in the high school. They communicate and collaborate regarding attendance, discipline, and instruction. The CTAE teacher advises FBLA. The WBL teacher supports FBLA. Leadership and Community Service activities will be implemented for and facilitated by CTAE. Work-based Learning opportunities provide students in-depth interaction with industry professionals.
Quitman County School District supports programs that coordinate and integrate academic and career technical education content at various grade levels.   The CTAE Department collaborates with schools to conduct a review of current practices regarding integration of career and technical education content at various levels. Students participate in Career Day. On Career Day, elementary students dress in career attire and listen to career guest speakers. Middle and High school students participate in the College & Career Fair held in the gym or attend a PROBE Fair. Guest speakers talk with students about their career, leadership skills, and employability skills. Career lessons are incorporated into grades 1-5. The school counselor meets with and |
|---|---|

CTAE Coordination

	trains teachers regarding the career lessons. The CTAE teachers incorporate literacy and math into their CTAE curriculum. The district offers 2 different pathways for high school: Business & Technology and Financial Services. Columbus Technical College offers the Criminal Justice certificate pathway program in addition to other pathways. Quitman County School District is a Dual-Enrollment participating school district. Quitman County High School coordinates instruction mainly with Columbus Technical College in Columbus, Georgia, and Andrew College in Cuthbert, Georgia. Students may be able to take an exemption exam and if passed, are able to exempt college courses, when they pass a national assessment/End of pathway test. Columbus Technical College offers college courses on QCHS campus as cohort classes: Students earn college credit, in addition to high school credit. Yearly, seniors attend a college career fair. Students are able to get career and technical information from colleges, military, and businesses.

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.	Quitman County School District supports efforts to reduce the overuse of discipline practices that remove students from the classroom. Discipline data is analyzed during school leadership meetings, which are held two times per month. Discipline data is also discussed during Superintendent cabinet meetings. The state-model of PBIS is implemented. Through PBIS, the PBIS team analyzes discipline data in various ways. Analyzing data and implementing ways to curtail the discipline data will be key to decreasing the discipline gap. This implementation will keep students in the classroom. Being proactive will prove to be key in decreasing the discipline gap and keeping students in the classroom. Educator's Handbook will be purchased so that trend data (occurrence and location) can be continuously analyzed.

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.	The district is small and currently has one school counselor who cover grades PK-12. School leaders & district leaders intervene early, when students are developing their college and career aspirations. QCSD emphasizes rigor and high expectations for all students, along with appropriate counseling and other supports. Middle school transition--Middle school students receive college and career instruction that follows the mandate of BRIDGE. 8th grade students participate in transition activities at the high school. High school staff talk with 8th graders about graduation requirements, course credits, GA Milestone EOC testing, CTAE, dual enrollment, dress code, and etc. Parents are able to schedule meetings with the school counselor High school transition--QCSD Integrates strong academic content into career-focused classes. QCHS hosts an annual college/career fair or students attend a PROBE Fair. All grades get an opportunity to attend at least 2 school- scheduled college tours before graduation. Student have an opportunity to take on-site dual enrollment classes offered at QCHS as well as online dual enrollment classes. Career tech classes are offered to high school students. End-of-pathway assessments are give to all Pathway Completers giving them an opportunity to earn national career credentials. The district collaborates with postsecondary institutions, economic development agencies, and employers to help create smoother transitions to college and the workforce.

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.	Head Start is housed in the building next to the elementary school where Pre-K is housed. This makes the transition from one program to the next fluid. Parents register their child for pre-k, in the spring. At the parents' request, the Head Start Coordinator makes copies of student records to pass on to the Pre-K Coordinator. Pre-K students visit Kindergarten during the Spring, prior to being promoted to Kindergarten. The Pre-K is located on the same hall as kindergarten. These classes share the same lunch schedule. Teachers plan programs together and

Preschool Transition Plans

	take field trips together. This helps pre-k students become familiar with the kindergarten staff and expectations. For the past few years, Quitman County has been awarded the Preschool Transition Grant. During the summer, rising Kindergarteners are provided instruction and enrichment that prepares them for Kindergarten. Pre-K students will be able to attend classes for 7 weeks during the summer in order to better prepare them for Kindergarten. Open House for incoming Kindergarteners is scheduled before classes start so that students and parents can meet their teachers and visit their classroom. This helps lower the anxiety of a new teacher and new classroom. Within the first month of school, Pre-K parents are required to attend an orientation with the pre-k teacher and the pre-k coordinator. Policies and guidelines are discussed at this time. The Parenting Coordinator provides "Going to Kindergarten" booklets to be used for parent meetings.

Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.	Quitman County School District is a school-wide Title I school, and not a targeted assistance school system. The goal is for all children to increase academic achievement and to benefit from Title I funds.

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.	Quitman County School System is a Title 1 school-wide school. The instructional program centers around full implementation of the Georgia Standards of Excellence in a standards-based classroom environment. Technology integration is also a strong component of the instructional program. Title I funds purchase devices, software, and applications for student and teacher use. Evidence-based interventions will be utilized throughout the year. These evidence-based interventions include McGraw Hill's Wonders Literacy Program, Leveled Literacy Intervention, Thinking Maps, IXL,

Title I, Part A – Instructional Programs

| | Dream Box Learning, Paraprofessional, Intervention teacher, Technology instructional coach, Pull-out Teacher, Parenting & Family Engagement, After-School Intervention, After-School Tutorial, Professional Development, Computer Labs, STEM equipment, and End-of-Course/End-of-Grade Test Prep.
In ELA, grades K-6 will implement McGraw Hill's Wonders Literacy program. Title Funds are used to support this intervention.
Grades 7-12 utilizes units from the Georgia frameworks. McGraw Hill's Wonders Literacy program is the overall literacy initiative to support all content areas.
Title I funds provide 1 instructional paraprofessional. The paraprofessional works with the lowest academic-achieving students with the classroom teachers in Literacy and Math. They are assigned to classrooms based on the number of low-achieving students in a core classroom. They work with all low-achieving students.
Title I funds provide for 1 part-time intervention teacher. This intervention teacher works with the lowest academic-achieving students through pull-out. She works with small groups using intervention strategies for literacy and math.
Title I funds provide for 1 technology instructional coach. This coach, incorporates technology into instruction.

FY24, because of inability to hire, the district did not have a parent coordinator. FY25 Title I funds will provide 1 parent coordinator. The parent coordinator's goal is to increase student achievement by involving the parents and families; and by increasing the capacity of teachers and staff. Four different times a year, a capacity building activity is conducted with the teachers and support staff. The goal of these activities is to train and support teachers so that they can better engage with parents and families. The parent plan, compacts, and parent meetings are major ways we get parents involved because parents share in the decision-making process. The parent coordinator also has various meetings throughout the year designed to increase parent capacity, such as PowerSchool training, EOC tests, EOG tests, Curriculum nights, Input meetings, Attendance, Discipline, Parental involvement month Luncheon for parents and grandparents, and etc.
Quitman County is not a Targeted Assistance School. We are a school-wide Title I school. There are no N&D Facilities in the geographical area. |

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed.Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.	Quitman County School District will promote interstate and intrastate coordination of services and educational continuity. At the beginning of each school year during new student registration and back-to-school registration for all returning students, the Occupational Survey is given to parents/guardians to complete for all students. Because migrant workers are usually homeless, they are referred to the school Homeless Liaison for service. The Migrant Student Information Exchange is used to allow States to share educational and health information on migrant children who travel from State to State and who as a result, have student records in multiple States' information systems. MSIX works in concert with the existing migrant student information systems that States currently use to manage their migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migrant children nationwide. We continue to collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records). Pertinent school records are transferred in a timely manner when children move form one school to another. The records include immunization records; birth certificate; and ear, eye, & dental records.

Title I, Part C – Migrant Supplemental Support Services

1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC). 2. Direct-funded LEAs describe:ul 3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer. 4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the	The district will collaborate with the ABAC Consortium to serve potential Migrant participants in our district. Regional Migrant Recruiters send the district a courtesy email every time he/she visits our district while they are recruiting. This email gives us the opportunity to meet with the Regional Recruiter face-to-face. Also, our Region 2 Coordinator has provided me with contact information, if questions arise, and I can contact DOE anytime. The district will provide academic instructional support and outreach activities. To all children, preschool through 12th grade and out-of-school youth and drop-outs, the district will ensure that parents are given the Migrant survey during registration. Through the survey, parents will be able to notify the school if they are migrant and receive instructional support. For out-of-school youth and drop-outs, MEP flyers are placed throughout the community (along with Homeless

Title I, Part C – Migrant Supplemental Support Services

identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.	posters) to share contact information so that they can be provided support. Flyers that explain MEP summer trainings and MEP acceptance or denial letters, will be made available to all children and youth (preschool through 12th grade, and out-of-school youth and drop-outs. Support is also provided by way of our local resource collaborate agency, Family connection. Representatives from the district meet with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the needs of all families, including MEP families. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. If questions arise, we confer with our Consortium Specialist as part of our collaboration efforts.

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 | Quitman County provide opportunities for students with disabilities to take classes with peers with appropriate accommodations and modifications to make progress towards their IEP goals and objectives and grade-level standards. Students will receive support from the special education staff to ensure they have the support they need to make progress towards their goals. Special education teachers, paraprofessionals, and general education staff will participate in on-going professional learning to improve co-teaching and differentiating strategies in the general education classroom. To identify individual needs of staff members will complete a survey at the beginning and end of the year to assess professional learning needs. This will be completed during staff meeting at the beginning and end of the year. Staff will also attend professional learning to ensure our students have the resources they need to transition successfully into to post-secondary. This training will include on and off campus via the support from our local RESA and technical assistance as needed from GADOE. An agenda and sign-in sheet will be used for documentation at all meetings. Prior to the end of the 8thgrade school year, all students with disabilities will be referred to GVRA to provide support for transition services. The case manager will assist students with the application process. Quitman County has established a Pathful Explorer team. This team includes case manager, counselor, special education teacher and Special education director. This team will monitor and assist all students with disabilities with planning transition goals to ensure they are college, career, and life ready. The Special Education director will attend and/or monitor all IEPs for compliance and best practices to ensure the IEP team is discussing transition and completion of goals. Agencies to support students will include Georgia Vocational Rehabilitation Agency. All Students with Disabilities have a transition plan in place before they enter high school or age 14, and it is updated annually with their IEP. A transition assessment is given to the student prior to the IEP review. This assessment will provide data for goals that will help ensure the student is working toward post-secondary outcomes of choice based on the student's identified strengths. The IEP team and the case manager of the student ensures goals in the IEP are being implemented and activities are being completed throughout the school year. These goals will be monitored via the IEP progress report and updated as needed based on the student's progress. The case manager will review individual student's goals to ensure they are working towards completion of their desired outcome. The Special Education director reviews all transition plans to ensure compliance. College and CTAE. |

IDEA Performance Goals:

	Students will engage in off campus field trips to meet the goals established in their IEP and transition plans. Transition meetings are held once yearly to help prepare students with disabilities to discuss the requirements for the next school year. During these meetings graduation requirements are reviewed to ensure students are on track for graduation. The following staff members are in attendance: student, counselor, case manager and parent. Special education staff is provided training through monthly meetings on graduation requirements and transition planning requirements once yearly. Additional assistance can be requested, provided and/or arranged by the Special Education Director. Quitman County provides the following options to assist students with disabilities with credit recovery. Course audits are reviewed and completed at the end of every school year. This option is offered afterschool and during summer learning experience. Afterschool is held on Tuesday, Wednesday, and Thursday. Summer learning experience is held on Monday thru Thursday with support from special and general education teachers. The Special Director monitors attendance and enrollment to ensure students are enrolled and receiving appropriate accommodations and modifications as identified on their individual education plans.

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 support the 3-5 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings	Quitman County School System has procedures in place to identify, locate, and evaluate children with disabilities residing in Quitman County who need special education and related services. Our relationships with our stakeholders (Enrichment services, local pediatricians, health department and Babies Can't Wait) ensures that we transition and find students who need may need assistance. Families can apply for their young children ages 3-5 to attend headstart and Pre-K in Quitman County. The Special Education Director assist with coordinating these programs to assist families with identification, location, and evaluation prior to transitioning to kindergarten. Quitman County ensures the least restrictive environment for young children ages 3-5 with disabilities are offered with a full continuum of support including speech and language therapy, small group instruction, and regular education instruction as determined by the IEP team. These services are monitored by the case manager, Preschool Disabilities teacher, Speech Therapists and Special Education Director every nine weeks via IEP progress reports. The Special Education Director monitors completion of Individual education plans using the GOIEP dashboard to monitor timelines and dates to ensure compliance with the identification and evaluation process. Young children with disabilities in kindergarten are evaluated based on their IEP goal progress, GKIDs Assessment, STAR (Quitman County's

IDEA Performance Goals:

	universal screener), Istation assessment and classroom assessments. These outcomes are monitored by the child's case manager and reported on progress reports every nine weeks. The Special Education Director monitors the completion of assessments by reviewing data during meetings with special education staff members. Agenda and sign in sheets are used to document meeting notes and attendance. All Kindergarten students are administered a universal screeners three times a year. This data is reviewed by both general and special education teachers. Based on the data from the screener, intervention is provided using Language Leveled Literacy, Istation Reading/Math via small group instruction. Staff designated to support students with disabilities ages 3-5 are: special education case managers, Kindergarten teachers, administration, SST/MTSS Coordinator, and the Special Education Director.
	Quitman County consistently communicates with our stakeholders through our district website, flyers posted in the community, local newspaper ads, and social media posts to ensure we are making our community aware of opportunities for their young children in the Quitman County School System. Quitman County employs a preschool teacher and a speech pathologist to support the general education teachers in the general education classroom.
	Quitman County will provide extended school year to our students who are at risk of regressing significantly during the summer. These services may include instruction as well as speech services.
	Rising Kindergarten students are able to attend a summer transition program to help prepare them for kindergarten during the Summer. Students with disabilities can extend their goals during the summer months in this program to ensure they have the skills they need to be successful when transitioning to kindergarten. The preschool special education teacher will engage students in the general education setting to ensure they have access to grade level materials and are interacting with their age-appropriate peers. The preschool teacher will also provide opportunities for the students to receive one on one instruction to work on specific IEP goals and objectives as it relates to the IEP.
	Quitman County provides opportunities for collaboration with stakeholders and families throughout the school year.
	A transition day is coordinated for families, enrichment services and Quitman County Pre-K teacher and teacher assistant to provide collaboration for the upcoming school year for student enrolling in Pre-K.
	Families are invited to open house to meet the staff and classroom visits before school starts. This is event is advertised via social media, school signs and the districts website. Applications are provided throughout the community beginning in May of the following school year.
	Child Find notices are in the newspaper, social media, school website and located throughout the community. The Days-4 is given to all students to screen to assess all students at the beginning of the school year.

IDEA Performance Goals:

	Universal screener is administered to all Kindergarten students three times a year. This data is reviewed by the general education and special education teacher. Intervention is provided using Language Leveled Literacy, Istation Reading and Math via small group instruction. Quitman County provides contracted services to students with disabilities in which include the following: speech and language, vision, and a preschool disabilities teacher. The Special Education Director for the system meets monthly with the preschool staff to ensure compliance and best practice opportunities are provided to our young children and their families. Agendas and sign-in sheets are provided to the Superintendent monthly. Special education staff are also provided opportunities to attend professional learning on best practices, IEP development and transition services for preschool age children. Technical assistance can be requested at any time from our stakeholders by contacting the Special Education Director to assist with transition services for young children ages 3-5.

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	Students in Kindergarten through 12th grade attending Quitman County Schools are entitled to FAPE. Students who are eligible for special education and related services can receive services until they graduate with a diploma or until the end of the school year, they turn 22, whichever comes first. Students with Disabilities in Quitman County School System will be provided services, accommodations, and modifications that give each student the greatest chance of progressing towards and accessing grade-level standards based on the state and local standards. Students with disabilities are included in all universal screeners to help provided intervention along with the general education population. Student with disabilities have the same opportunities as the general education population to participate in interventions, extracurricular activities and after school and summer programs. Quitman County District use GoIEP to ensure all IEP's and eligibilities are compliant and meet federal and state rules/laws. Technical assistance is provided to staff members yearly and can be requested as needed for additional support. All special education teachers have access to Professional learning opportunities from: Chat Flint RESA and GADOE. This professional learning includes but not limited to the following: re-evaluation, initial eligibility, continuum of services, Individual Education Plans. Special education staff is updated via monthly team meetings on best practices. Special education staff are assigned professional learning to complete at their own pace using recorded webinars. Staff members are required to print certificates after completion to the Special Education Director. The IEP team considers the Least Restrictive Environment for every student with a disability during the meeting. Annually, the IEP team will review the Least Restrictive Environment continuum of services to ensure each child receives what is appropriate for their education. The Special Education Director or LEA designee for Quitman County School will be invited to these meetings, along with all appropriate team

IDEA Performance Goals:

	members, to monitor compliance with state regulations. Quitman's continuum includes regular education instruction, supportive services, direct services, small group instruction, home-based instruction, and hospital/homebound instruction. Quitman will pursue other service models, such as residential placement or separate school, based on the need, if this arise. Currently the following service models: residential placement/ separate school have not been needed. The Special Education Director will be invited to all eligibility, annual review, and amendment meetings. The Special Education Director will also monitor all paperwork submitted to ensure compliance with state and federal regulations and perform the finalization of all IEPs and eligibility reports. The Director will also ensure all activities in regard to FAPE are followed and implemented with fidelity. Determining a student's needs and if they are being met is facilitated by the child's case manager through classroom observation, data collection, progress monitoring, and assessment data. Case managers will be able to speak to the child's needs and if they are being met by the current supports. Adjustments will be made as determined by the IEP team. Quitman will use data from: Star, Istation, IXL and End of Course/End of Grade assessments to determine the effectiveness of the Special Education Program. The Special Education Director will be responsible for analyzing this data and sharing with the administration as needed to provide appropriate instruction. Special education case managers will provide a copy of the IEP or an "IEP at a Glance" document to share with all teachers working with a student with a disability to provide quick and easy access to the child's accommodations, modifications, services, and supports. This information will be provided during the first week of school and updated at the child's annual review and/or any amendments. Regular Education teachers will sign off that they received this information and documentation will be kept by the Special Education Director. Student's case managers will ensure their student's accommodations are implemented and services are provided. This includes testing accommodations in regard to classroom testing and state/district testing. The Testing Coordinator and Special Education Director will monitor this for compliance. The Special Education Director will coordinate with the MTSS/SST Coordinator to ensure students in the support tiers are provided with appropriate evaluations as necessary and provided with interventions and supports needed. The Special Education Director will provide guidance to the MTSS/SST Coordinator as necessary when a student is thought to have a disability. The Special Education Director monitors all IEP's and eligibilities, holds monthly meetings with staff, attends IEP meetings and completes classroom walkthroughs to ensure FAPE is provided to all students with disabilities.

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance	Based on the results of the most recent Cross Functional Monitoring for FY 24, Quitman County has a compliant procedural manual. This manual is a working document and is updated as needed by the Special Education Director. Procedures and practices are implemented in our district to ensure overall compliance through the following practices: All staff members have online access to the procedural manual via our district website. All staff members are informed at the beginning of each school year on how to access the online document. Quitman County will continue to follow procedures as stated in the manual, as well as providing best practices to students, parents, and staff when appropriate. The Special Education Director, as well as the building level administrators will monitor and supervise all special education staff to ensure they are following state and federal laws. The Special education director attends conferences throughout the school year and trained on state and federal laws and regulations with the following organizations: GADOE, SELDA, Chat Flint RESA. The trainings include the following: Collaborative Community for Special Education Directors, Federal Programs Conference, Data conference, GCASE Spring and legal conference, and Special Eduction Director's webinars. Webinars and e-mail blast provided by the GaDOE are used to provide recent updates and best practices involving federal programs. The redelivery of these trainings are provided during monthly Special Education team meetings and faculty meetings. Technical assistance is offered and can be provided from GADOE upon request. Agendas and sign in sheets are provided for documentation. The Special Education Director use the SE Dashboard to monitor dates and timelines for submission of reports. Timeline data and submission of the data is documented in the special education procedural manual, as well as, reported to the Superintendent's cabinet members monthly to ensure all programs are reporting data accurately and on time. The Special Education Director monitors all IEPs, eligibility reports, and transition plans utilizing a compliance checklist. This includes current and new students to ensure services are continued. The Special Education Director monitors timelines of annual reviews. Features within GOIEP are used to ensure timely submission and to track correction of compliance, as well as to provide supervision and monitoring of all IEPs. Quitman County timely and accurate data submission procedures include: During pre-planning Special education staff will review caseload to develop a calendar that includes proposed dates of annual reviews, reevaluation data reviews, and eligibility meetings along with dates to send out meeting notices and reminder notices. This calendar will be

IDEA Performance Goals:

	shared with Special Education Director.
	The Special Education Director will provide monthly email reminders for upcoming due dates to all special education staff for the current month.
	The Special Education Director will meet with the Student Information Data Clerk to review schedules and segments for all students with disabilities to ensure accurate reporting for FTE at least twice a year in September and February.
	Procedures for addressing correction of noncompliance include: The case manager will notify the Special Education Director when IEPs, Transition Plans, Eligibility reports, and/or Reevaluation Data Reviews are ready for submission. This should happen within 5-10 days of the meeting. The case manager will review each document using a compliance checklist before determining finalization. The Special Education Director will review the plans, if corrections are needed, the Director will email the teacher to notify them of the corrections needed. When all corrections are made, the Special Education Director will finalize the report in GoIEP and notify the case manager.
	Professional Learning for overall compliance, timely and accurate data submission, and correction of noncompliance: The Special Education Director will provide professional learning opportunities at least once a month to the special education teachers and staff. During our monthly meetings, we will review any new guidance from GaDOE, review IEP and Eligibility procedures and writing compliance checklists, ongoing professional learning of GoIEP, and review upcoming deadlines and data submission requirements. Agendas and sign in sheets will be kept for documentation. Individualized professional learning and technical assistance will be provided to any teachers and staff requesting help or demonstrating a need for assistance as determined by the Special Education Director and/or Principal. These sessions will be provided as needed and the Special Education Director will ensure completion.

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

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

A. Well-Rounded Activities (WR)—InstructionProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY24 Title IVA funds

B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY24 Title IVA funds

C. Effective Use of Technology (ET)-Professional LearningProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY24 Title IVA funds

D. Effective Use of Technology 15% (ET15)-InfrastructureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY24 Title IVA funds

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	100% transfer of FY24 Title IVA funds

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 Effective - Adjust Activities/Strategies Intervention = Increase recruitment of effective teachers.

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 interventions were effective because effective teachers were recruited; however, we continued to need a special education teacher for the year. We also had 2 in-field virtual teachers for the year--one high school science teacher and one high school ELA teacher. Equity interventions: Advertise, Provide recruitment supplements to effective teachers and school leaders, Attend recruitment job fairs and other hiring events Data sources: Signed recruitment agreements, Signed contracts, Assessment data

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	Intervention Effective - Adjust Activities/Strategies Intervention = Increase the number of teachers retained in the district by 10%.

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

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	The interventions were effective because effective teachers were retained; however, we continued to lack a special education teacher for the year. We also had 2 virtual teachers for the year-high school science and high school ELA. Equity interventions: Provide retention supplements to effective teachers and school leaders, Provide targeted PL and support to teachers and school leaders, Ensure staff collaboration, Provide instructional resources for staff Data sources: Signed retention agreements, Signed contracts, Observation data, Assessment data, Survey data, Sign-in sheets

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	Private school refused the consultation meeting with the district.

Title II, Part A	There are no private schools within Quitman County's geographical boundary.

Title III, Part A	The district does not receive Title III, Part A funding.

Title IV, Part A	100% of Funds have been transferred to Title I-A. Private school refused the consultation meeting with the district. There are no private schools within Quitman County's geographical boundary.

Title IV, Part B	Private school refused the consultation meeting with the district. There are no private schools within Quitman County's geographical boundary.

Title I, Part C	The district does not receive Title I, Part C funding.

IDEA 611 and 619	Private school refused the consultation meeting with the district. There are no private schools within Quitman County's geographical boundary.