



# District Improvement Plan 2023 - 2024



Randolph County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Randolph County
Team Lead	Donna Drakeford
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title IV, Part E L4GA Title V, Part B
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

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

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student proficiency in all content areas.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	In trying to adhere to pacing guides and curriculum demands, many teachers do not know how to effectively address learning gaps while teaching grade-level standards.
Root Cause # 2	Students lack prerequisite skills needed to access grade-level curriculum; whether it is a reading deficiency or a lack of fundamentals in the area of math
Goal	By spring 2024, students scoring at Proficient Learner or above will increase ten percentage points as measured by the Georgia Milestone Language Arts and Mathematics scores.

Equity Gap

Equity Gap	Teacher Retention
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Content Area(s)	ELA Mathematics Science Social Studies Other : N/A
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA

Equity Gap

Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Core content teachers and CTAE teachers will participate in monthly professional learning activities with their content coach.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Sign-in sheets, focus walk summary data and, formal and informal observation feedback forms
Method for Monitoring Effectiveness	Formative and summative data; feedback forms; focus walks
Position/Role Responsible	Academic coaches, Director of PL and Curriculum
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

Action Step # 1

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

Action Step	Conduct bi-weekly CIT (Continuous Improvement Team) Meetings to focus on data analysis of demographic and performance data
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless Student with Disabilities
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	Accountability Reports (CIT Agenda using data analysis protocol
Method for Monitoring Effectiveness	Completed CIT Agenda submitted; Performance and discipline data
Position/Role Responsible	Principals, AP, Academic coaches, MTSS/SIS, Asst. Superintendent, Dir. of PL
Evidence Based Indicator	Strong

Timeline for Implementation Others : Bi-weekly

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)?	RESA and GaDOE specialists, Coaching Mentor
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Action Step # 3

Action Step	MTSS Coordinators will assist with setting up effective and informative data walls in every content area classroom.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Fidelity Checklist, Focus Walks Observation Feedback
Method for Monitoring Effectiveness	Observation Feedback, Focus Walks, Performance data
Position/Role Responsible	Instructional coaches, Dir. of PL and Curriculum, MTSS Coordinators
Evidence Based Indicator	Strong

Timeline for Implementation Others : December 2022

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)?



3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase positive culture and climate throughout the district
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Inconsistent implementation of PBIS
Root Cause # 2	The foundations and many facets of PBIS are not known; the science and fundamentals surrounding behavior should be revisited.
Goal	By the end of the 2023-2024 school year, each school will have a 4 Star or above climate rating as evidenced on the CCRPI.

Equity Gap

Equity Gap	CCRPI Star climate rating
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Content Area(s)	ELA Mathematics Science Social Studies Other : N/A
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Teachers will complete Classroom-level PBIS trainings and begin to implement
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PBIS training agendas, minutes, sign in sheets, PL sign-in sheets
Method for Monitoring Effectiveness	Observation data, discipline referrals, and feedback data from RESA Climate Specialist
Position/Role Responsible	PBIS District Coordinator, MTSS Coordinators, Dir. of PL
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

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

Action Step	Provide professional learning and monitor the implementation of the PBIS token economy system district-wide.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets and agendas from PL and Total Rewards Summary Sheets
Method for Monitoring Effectiveness	Analysis of SWIS reports; CIT Data Reports showing celebrations and recognitions
Position/Role Responsible	Principals, MTSS Coordinators, Dir. of PL, School Climate Specialist
Evidence Based Indicator	Strong

Timeline for Implementation Others : Ongoing

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA PBIS Climate Specialist; PBIS Total Reward Area Representative
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4. REQUIRED QUESTIONS

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

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>RCSS encourages input, feedback, and participation from both internal and external stakeholders on all federally funded programs and initiatives. The district aims to schedule these opportunities alongside and coordinated with community events. RCSS is a Charter System with three governance teams that include parents, school staff, local business leaders, members of the faith-based community, and various other community members. The district hosts Community Work Sessions two to three times a year and Title I Annual Meetings are held in the fall and spring. Two district leadership teams meet monthly: Curriculum &amp; Instruction (Superintendent, Asst. Superintendent, Principals and Directors) and Operations (Superintendent and all other departments). Both teams, as well as school governance teams; business partners and civic organizations are involved in the CNA process. The C &amp; I Leadership Team work with their school leadership teams to solicit feedback from all teachers and other stakeholders. Representatives from all school levels are included in the team meetings. In addition, personnel from other departments including school nutrition, technology, maintenance, transportation, and parent groups are also included in order to form an inclusive group with varied perspectives. Input from stakeholders was gathered through surveys. Upon completion, the documents will be posted on the district website and communicated to the board members at an upcoming board meeting.</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> <li>1. ineffective teachers</li> <li>2. out-of-field teachers</li> <li>3. inexperienced teachers</li> </ol> <p>(Please specifically address all three variables)</p>	<p>To the maximum extent possible, RCSS ensures that low income and minority students are not taught by ineffective, inexperienced, and/or out-of field teachers more frequently (or at a disproportionate rate) than other students. Because we are a small district, there is often only one teacher per grade/content area at the middle and high schools.</p> <p>1. Ineffective Teachers: Effective and ineffective teachers are identified by studying teacher classroom data, formative and summative assessment data (universal screeners, benchmarks, Milestones, student growth), TKES and focus walk data. Before the beginning of each school year, principals and assistant principals at each school will review data to assist with classroom assignments. When all classroom assignments are made, principals will evaluate the school-wide teacher experience/low-achieving students. If an imbalance exists, the principal</p>
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Serving Low Income and Minority Children

	<p>will revise the assignments to make sure all students have teachers with teaching experience and/or additional instructional support.</p> <p>2. Out-of-field Teachers: RCSS seeks to hire only in-field teachers who meet the system's professional qualifications. When out of field teachers are hired, school administration reviews student rosters to ensure the low-achieving students are not assigned to the teacher at a disproportionate rate.</p> <p>3. Inexperienced teachers: Each school in RCSS works to spread new or inexperienced teachers across grade levels or content areas, to the maximum extent possible. Again, being a small district plays a big part in how effectively this action can be done. School administration examines roster data to ensure that low-achieving students are not assigned to multiple inexperienced teachers in one year or for 2 consecutive years.</p>
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Professional Growth Systems

<p>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:</p>	<p>Professional learning activities are determined by completing a comprehensive needs assessment and analyzing data (teacher prep programs, surveys, TKES, etc). This data is necessary to complete both district and school improvement plans, professional learning plans, and the equity plan. In addition, throughout the year, the district focus walk team identifies next steps (to include PL) at the end of each monthly focus walk. Federal, state, and local funds are coordinated to provide the needed learning opportunities. Recognizing the need to sustain and offer on-going, job-embedded PL, Randolph County Schools employ several instructional coaches. These individuals meet with teachers regularly providing them PL on instructional practices and curriculum planning. They also model classroom expectations, observe teachers, and coach them for continued improvement.</p> <p>In an effort to build leadership capacity, each school operates a school leadership team in which the individuals make important decisions for the school, lead grade levels and/or content areas, and lead PL. Many of these teachers also serve as mentors for new teachers in their school. In addition to the school leadership team, there are two district leadership teams: Curriculum &amp; Instruction (Superintendent, Asst. Superintendent, Principals and Directors) and Operations (Superintendent and all other departments). The two district leadership teams meet monthly. Opportunities exist for teachers and leaders to take additional coursework to enhance their skill sets to include LAPP.</p>
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PQ – Intent to Waive Certification

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

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> <li>1. for all teachers (except Special Education service areas in alignment with the student's IEP), or</li> <li>2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).</li> </ol> <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Randolph County Schools waives certification for all teachers except those not allowed by Georgia State Board of Education Rules.</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<ol style="list-style-type: none"> <li>1. Teacher certification in another state and GA PSC Clearance Certificate OR</li> <li>2. Teacher certification in Georgia in another content/service area, including IN4T certification and GA PSC Clearance Certificate OR</li> <li>3. Bachelor's degree from an Accredited College or University and GA PSC Clearance Certificate</li> </ol> <p>For CTAE courses or those courses that are considered "specials" or "connections" in elementary and middle school, the following are the minimum requirements RCSS adheres to when hiring teachers:</p> <ul style="list-style-type: none"> <li>● Clearance Certificate</li> </ul>
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State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>RCSS currently has no schools receiving support. In the event there are federally identified schools in the future, the LEA will agree to:</p> <ol style="list-style-type: none"> <li>1. Work collaboratively with GaDOE and RESA personnel concerning all aspects of the school improvement process at the school;</li> <li>2. Assign a point of contact for GaDOE personnel;</li> <li>3. Provide ongoing leadership and support to the school, including the assignment of the principal's immediate supervisor to (1) monitor the implementation of the SIP and STAP and (2) attend the School's required monitoring meetings;</li> <li>4. Establish (at a minimum) monthly opportunities for collaboration with District Leadership Teams and GaDOE personnel to support and monitor the implementation of supports provided to the school;</li> <li>5. Develop and implement a district plan of support for the identified School(s) that includes strategies, action steps, timelines, individuals responsible, evidence/artifacts, progress monitoring, and performance goals;</li> <li>6. Support the School in providing a curriculum that is aligned to the Georgia Standards of Excellence and includes essential content and skills necessary for all students to learn in specific courses and grade levels that can be taught in the available time.</li> <li>7. Allocate financial and other resources to enable the School to make progress. Title I, Part A, 1003 School Improvement funds awarded to the LEA on behalf of the School shall be made available for exclusive use by the School and/or the LEA on behalf of the School to provide evidence-based interventions (identified as level 1, 2, or 3) to address needs identified in the CNA and SIP; these funds will be prioritized according to need.</li> <li>8. Support the School's implementation of expectations from GaDOE's professional learning provided to administrators and instructional staff;</li> <li>9. Provide and/or ensure the school administers benchmark assessments aligned to the intent and rigor of the standards and analyzes the results to guide instruction;</li> <li>10. Actively participate in required professional learning provided by GaDOE;</li> <li>11. Select, hire, and place highly effective LEA and school personnel to enable the School to meet the goals described in the SIP;</li> <li>12. Ensure that policies and practices are in place to support hiring effective teachers and leaders for the School;</li> <li>13. Collaborate with the GaDOE District Effectiveness Specialist to provide a mid- and end -of-year status update on the progress of the School to the LEA's board of education; and</li> <li>14. Participate in and cooperate with any federal or state audit.</li> </ol>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>The students at the elementary school have the opportunity to explore various careers through Ag Day (sponsored by 4-H). The Career Planning standards, with built in follow up activities, guide the work of the counselor in helping students develop their goals and career choices. At RCES, the Career Planning standards are evaluated based on students' follow-up activities. Girls Who Code is evaluated by students' final product. Students in 4-H have the opportunity to compete with their peers on self-selected topics.</p> <p>At Randolph-Clay Middle School, students (with the guidance of their counselor), complete a career plan using My Career Plan, a component of YouScience. My Career Plan helps middle school students have easy access to career assessments, the Individual Graduation Plan (IGP), and other academic and career planning tools. In Grade 6, students take an Interest Inventory. In Grades 7 and 8 students take an Interest and Aptitude Inventory. Students in Grade 8 will use their interest and career aptitude inventory results to complete an Individual Graduation Plan and to guide registration for 9th grade courses. These students also receive information about the Georgia Dual Enrollment programs that are available at the high school.</p> <p>GaFutures is implemented at Randolph-Clay High School through classroom guidance lessons. Students can check their HOPE eligibility for scholarships, apply for financial aid, request transcripts, apply to colleges, search for scholarships and create an application for dual enrollment funding.</p> <p><b>CTAE</b></p> <p>Career clusters are state-approved career enhancement programs defined as a coherent, articulated sequence of rigorous academic and career related courses usually commencing in the ninth grade and leading to an associate degree, and/or an industry-recognized certificate or licensure, and/or a baccalaureate degree and beyond. Career, Technical and Agricultural Education (CTAE) provides all Georgia students with the opportunity to select at least three sequenced electives in a career pathway, along with recommended academic course work, to prepare them to continue their education at any level or to enter the world of work. Selection of a pathway will be based on self-awareness and the investigation of occupations plus related educational levels aligned with the pathway. Most high-demand, high-skilled, high-wage occupations in all concentrations still require education beyond high school. Implementation of career pathways is a collaborative effort between the local school system, the Technical College System of Georgia and the University System of Georgia. The Career Pathways offered at Randolph Clay High School are:</p> <ul style="list-style-type: none"> <li>● Plant and Landscape Systems: Basic Agriculture, General Horticulture and Plant Science, and Nursery and Landscape</li> <li>● Forestry/Natural Resource Management: Basic Agricultural Science, Forest Science, Natural Resources Management</li> <li>● Graphic Communications: Introduction to Graphics and Design, Graphic Design and Production, Advanced Graphic Output</li> </ul>
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CTAE Coordination

	<p>Processes</p> <ul style="list-style-type: none"> <li>● Examining the Teaching Profession: Examining the Teaching Profession, Contemporary Issues in Education, and Teaching as a Profession Practicum</li> <li>● Business and Technology: Introduction to Business and Technology, Business and Technology, Business Communications</li> <li>● Marketing and Management: Marketing Principles, Marketing and Entrepreneurship, Marketing Management</li> </ul> <p>CTAE students also have the opportunity to participate in the professional organization of their respective pathway: FBLA, DECA, FFA, FCCLA, SkillsUSA</p> <p>Eligible students will have the opportunity to participate in Work-Based Learning (WBL) programs. Students enrolled in these programs use the workplace to gain knowledge and skills that help them connect school experiences to real-life work activities. Due to the limited businesses and economic development in our rural county, implementing an effective WBL program continues to be a challenge. The CTAE is working with the state director and local partner to address these concerns.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>RCSS acknowledges that removing students from the classroom for disciplinary purposes results in lower academic achievement. Therefore, the district has made a conscious effort to focus on behavior interventions and alternatives to office referrals/out of classroom assignments. In FY18, RCSS began PBIS implementation training. Stakeholders agreed to implement PBIS in an effort to improve student behavior, school climate, and attendance, which ultimately leads to increased academic achievement. In FY20, RCSS was scheduled to begin classroom-level PBIS implementation, but due to the pandemic we could not. This level of implementation is ongoing and will continue in FY 24.</p> <p>The district PBIS Coordinator meets with school PBIS Teams to review school discipline data and plan strategies/incentives to help reduce the number of students missing time in the classroom. School teams will meet monthly to review discipline data. The district has three MTSS Coordinators/school improvement specialists (one per school).</p>
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#### 4. REQUIRED QUESTIONS

##### 4.3 Title I A: Transitions, TA Schools, Instructional Program

###### Required Questions

###### Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>Randolph County Schools host at least one Open House a year. This Open House is scheduled before school start and gives parents the opportunity to meet their child's teachers and take a tour of the school. Randolph County Middle School allows fifth graders and their parents to visit the middle school at the end of the school year to prepare students for their transition. To effectively facilitate transitions from middle school to high school, RCMS initiates a Ninth Grade Bridge Program for all 8th grade students and their teachers. The program consists of a meet and greet session to divert any apprehension about moving from middle school environment to the high school environment. Eighth graders are encouraged to take the COMPASS exam which will make them eligible to take dual-enrollment electives their 9th grade year. Also, the middle school counselor collaborates with the high school counselor regularly to provide insight and support. Traditionally Randolph Clay High School offers a 9th grade summer academy to allow for a smooth transition from middle school to high school. RCHS also offers 4 different parent nights at the beginning of school (one per class). Randolph Clay High School offers many parent events and activities including Credit Audit Night and FAFSA Night. The high school counselor works with students and families to identify interests, build class schedules, schedule placement tests, and apply for college. Transition plans are developed for SWDs that are grade level appropriate to assist in transitioning to post-secondary training or employment.</p>
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###### Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>To ensure successful transitions from early childhood programs to local elementary schools, Early Childhood Education (ECE) program staff and Elementary staff meet bi-annually to discuss expectations and goals for students transitioning into programs. To accompany the accountability talks, the staff of early childhood programs are included in training that target the specified goals or expectations for students. Therefore, rituals and routines, teaching strategies, and academic language will be mirrored from program to program and student transition and success will be easily attainable.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p>	<p>N/A</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>All RCSS schools are Title I schoolwide schools. Randolph County Schools employs personnel to support instruction (class-size reduction teachers, interventionists, paraprofessionals, and instructional coordinators/coaches). Professional learning is provided to all staff members in an effort to improve instruction. In addition, individual students assessed as needing help in meeting the state's challenging academic standards are offered additional support through extended learning opportunities, RTI, after-school tutoring, summer school, bootcamps, and Saturday school programs. Technology labs (classroom and mobile) are utilized to provide computer-based, supplemental instruction to students using self-pacing, instructional software such as iReady, Illuminate DNA, NWEA MAP, Writescore, Stemscope, e2020, and USA Test Prep. Title I supplemental reading, math, science, and social studies materials are also used to engage, differentiate, and enhance instruction. Services and materials are coordinated and integrated through several federal programs, which are consolidated.</p> <p>There are no Targeted Assistance Schools in Randolph County Schools.</p> <p>There are no institutions for neglected or delinquent children in the Randolph County School district</p>
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p>	<p>Currently there are no migrant students in the district. Randolph County School district uses the Occupational survey provided by the MEP coordinator to identify migrant students. The Occupational Survey is given to each student as part of the registration package for new enrollees and back-to-school registration for all returning students. A system liaison (counselor, social worker, EL Para-professional, ESOL endorsed teachers, Family and Community Engagement Specialist) will makes contact with each migrant family to determine case-by case needs. Migrant students will be evaluated academically like other students in the school system to determine academic needs. All migrant students will be eligible for Title I services and receive appropriate Title I services. Specific activities to address the needs of migratory families will be provided. Such activities shall include informing children and families of, or helping such children and families gain access to other education, health, nutrition, and social services. In addition to local resources, the district will coordinate with the MEP Consortium Staff at Abraham Baldwin Agricultural College (ABAC) to provide services to eligible migrant participants, including preschool children, out-of- school youth and drop-outs and their families. The MEP Consortium Region 2 Office is located in Tifton, Georgia. Parent outreach is provided in a language that is understood by the family if at all possible. DOE consultants are utilized when needed. Families will be provided information on ESOL, special education, gifted, and other educational programs. Information on health, nutrition and social services is presented using materials from the migrant education agency. Presenters from local agencies such as, the Health Department, DFACS, and County Extension office may be involved. The district coordinator will work closely with the MEP Program Specialist to identify and meet the needs of migratory preschool children, out-of-school youth, school drop-outs and their families.</p>
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Title I, Part C – Migrant Supplemental Support Services

Title I, Part C – Migrant Supplemental Support Services

<p>1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).</p> <p>2. Direct-funded LEAs describe:</p> <p>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.</p> <p>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 identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.</p>	<p>Currently there are no migrant students in the district. Randolph County School district uses the Occupational survey provided by the MEP coordinator to identify migrant students. The Occupational Survey is given to each student as part of the registration package for new enrollees and back-to-school registration for all returning students. A system liaison (counselor, social worker, EL Para-professional, ESOL endorsed teachers, Family and Community Engagement Specialist) will makes contact with each migrant family to determine case-by case needs. Migrant students will be evaluated academically like other students in the school system to determine academic needs. All migrant students will be eligible for Title I services and receive appropriate Title I services. Specific activities to address the needs of migratory families will be provided. Such activities shall include informing children and families of, or helping such children and families gain access to other education, health, nutrition, and social services. In addition to local resources, the district will coordinate with the MEP Consortium Staff at Abraham Baldwin Agricultural College (ABAC) to provide services to eligible migrant participants, including preschool children, out-of- school youth and drop-outs and their families. The MEP Consortium Region 2 Office is located in Tifton, Georgia.</p> <p>Parent outreach is provided in a language that is understood by the family if at all possible. DOE consultants are utilized when needed. Families will be provided information on ESOL, special education, gifted, and other educational programs. Information on health, nutrition and social services is presented using materials from the migrant education agency. Presenters from local agencies such as, the Health Department, DFACS, and County Extension office may be involved. The district coordinator will work closely with the MEP Program Specialist to identify and meet the needs of migratory preschool children, out-of-school youth, school drop-outs and their families.</p>
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.</b>                  What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?                  Include: Description of your district's procedures                  Specific professional learning activities                  Plan to monitor implementation with fidelity</p>	<p>In an effort to improve the graduation rate outcomes for Students with disabilities, the Randolph County School System employs a variety of strategies and facilitates monthly Core Team meetings to discuss and review the Academic, Behavioral and Connection of Content (ABC) progress data for students with disabilities. Our core team includes district and school level stakeholders, principals, school improvement specialists, lead teachers and general teachers. Graduation rate and student ABC data have been utilized as sources to determine next steps regarding the implementation of evidence based practices and to identify professional development and technical assistance needs. This process is monitored by Special Education Leadership staff through monthly check in and planning sessions with the Director of Special Education.</p> <p>The district will continue to use instructional programs to provide research based intervention for students with disabilities in the area of Reading and Math. Improved reading skills are an important aspect of students reaching the desired outcome of graduation with a regular education diploma. The students with disabilities in grades K-12 are given the opportunity to recover instruction through the utilization of various programs such as Vizzle and Brain Child. During the 2023 – 2024 school year, professional learning will be offered to special education teachers, general education teachers, building administrators, district administrators, and support staff.</p> <p>The Randolph County School System (RCSS) has written policies and procedures to facilitate compliance with federal laws and regulations. RCSS update procedures annually and provide on-going training to all teachers and administrators. The district has developed processes and tools for monitoring practices in the area of transition plans by auditing IEPs monthly. Student data is reviewed annually to determine the most appropriate educational support for each student with a disability. The Special Education Department ensures that all students 16 and older have a transition plan completed as a part of their annual IEP. The Director of Special Education and Compliance Team review the student's transition plans as a part of the monthly IEP compliance checks. In an effort to address graduation rate outcomes for Students with Disabilities, the SPED Leadership Team facilitates monthly team meetings to discuss and review the Academic, Behavioral and Connection to Content (ABC) progress data for students with disabilities at Randolph Clay High School. The team consists of district and school level stakeholders, PBIS team and Georgia Learning Resources Systems (GLRS). The data is utilized as a source to determine the implementation of evidence based practices and to structure tiered professional learning and technical assistance as a</p>
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	<p>whole. The Director of Special Education and lead teachers conduct monthly sessions to ensure compliance. Through this process, the district and schools are able to monitor Attendance, Behavior, and Course Completion for students who are deemed "at risk." The Director of Special Education meets monthly with grade level teams at Randolph Clay High School. At each of the meetings, the individual grade level teams review all data for special education students at risk of failing individual classes, poor attendance and/or behavior issues. The team works to develop strategies for students based on their individual needs. All special education students who are identified as "at risk" are assigned to the review team with a mentor. The mentor consists of case manager, general education teacher, support staff, building administrators, and/or the Director of Special Education. The mentors for students with less intensive needs receive professional learning for the Connection to the Content process. The mentors for students who need intensive interventions receive professional learning. The professional learning takes place during the review team meeting with the mentor and their mentee on a regular basis, but at least weekly. Copies of minutes of these meetings are provided to the Director of Special Education for review. The Director of Special Education monitors this entire process through a monthly SPED District Team Meeting. The District Team monitors the implementation of the process, looks for salient trends that require changes or adjustments in the implementation process, and works to problem solve issues that arise with specific grade levels, specific teachers, or individual students. The district also requires that case managers document a review of the Progress Report every nine weeks with students. Case managers indicate the areas of concern and what interventions are in place to assist the student in improving grades. If the student is failing, the case manager conferences with the student and parent prior to sending home the Progress Report. The conferences are documented on a Special Education Conference /Missing Assignment Form that is then sent to the Special Education Office for review. The Conference/Missing Assignment Form is verified with and through the building administrators to ensure alignment of resources. The drop-out procedures have been created and are being implemented at Randolph Clay High School by the school counselor in cooperation with the school administrators and Director of Special Education. This process supports keeping students in school or in the event that this is not possible, providing alternatives that allow them to get a diploma. When a student expresses a desire to drop out of school, he or she meets with the Director of Special Education, School Counselor, an administrator from the school, case manager, and his or her parent(s). The District has developed a dropout prevention procedure for this meeting which requires that specific information be provided to the student and the parent, including, but not limited to, the disadvantages of dropping out, how dropping out can impact the student's future job prospects and financial stability. The team gives the student an opportunity to explain why he or she wants to graduate and works to remedy any school related issues. If there are issues outside of the</p>
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	<p>school, the team makes a referral to the Social Services Coordinator. The Director of Special Education receives a written report of any students who have been through this procedure and works with the school to implement any changes in the student's special education services that might be warranted after the review. The Director of Special Education meets with all Student Support Staff monthly to review interventions with special education students. The Director of Special Education meets twice a month with the co-teachers, school counselor, and building administrators to monitor transcripts, schedules, grades, and IEPs. Along with this, the Director of Special Education works with all schools in the area of progress monitoring to ensure fidelity of the IEP process and to inform changes in instructional strategies when warranted. Teachers will receive training on Progress Monitoring throughout the year as part of their Professional Learning Communities. Special Education Lead Teachers attend a monthly meeting during which training is provided related to graduation rates and dropout prevention. This information is redelivered to the school special education staff by the leads and documented by sign in sheets and agendas. The lead teachers use this meeting time to request any technical assistance related to graduation rates and dropouts. Technical assistance is provided by the Director of Special Education and School Counselor to individual teachers or schools upon request of the Lead Teacher, School Administration, or when skill deficits are noted on IEPs, Transition Plans, Progress Monitoring, or other areas as appropriate. The Randolph Clay High School (RCHS) in addition to the academic supports listed above partners with various colleges and business partners in the community to offer courses to engage students in a profession of interest after graduation. Training in the classroom as well as hands-on-training will be part of the program. The courses offered are: Graphics Designs, Business, Agriculture, Examining The Teaching Profession, and Music Appreciation. The Special Education Department of RCHS refers students with disabilities to Vocational Rehabilitation Services as well as involving them with the High School High Tech Program for FY24. During the 2023 - 2024 school year, the students with disabilities will be able to participate in job shadowing and mock interviews through our CTAE Department. Through these programs students are given the opportunities to visit job fairs and tour technical schools. The Special Education Director will support the programs and initiatives by providing funds for any transportation or other needs via the IDEA budget.</p> <p>To that end, in an effort to improve graduation rate outcomes for students with disabilities our district has established " The SPED Academy". The SPED Academy focuses on the six major principles of the IDEA, student's rights and the responsibilities of public schools for children with disabilities. The SPED Academy is aligned to provide professional learning for all stakeholders. The current data of the system demonstrated an increase in the graduation rate for students with disabilities. The RCSS uses the efforts from the Student Success Imagine the Possibilities to increase the target of this goal. The SPED staff meets with middle/high school students to discuss graduation</p>
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	<p>requirements. All high school students have their transcripts reviewed with an advisor at least twice a year to ensure they are taking courses needed for graduation. All 11th and 12th grade students have transcripts reviewed before the end of first semester. Attendance, Discipline, Course Completions is reviewed as well. Data across all grade levels is reviewed because addressing the graduation rate begins when students enroll in Pre- K. The district will continue efforts to ensure that students are participating in the general education curriculum with appropriate support and services. Students will be provided opportunities to participate in skills review classes. Students will also be given opportunities to participate in grade/credit recovery programs. Teachers will receive additional training on the development of transition plans and additional resources and services available for post- secondary options. Building administrators and district administrators will provide support by monitoring this process and by providing training to ensure supports are in place.</p> <p>For FY24, the SPED Academy will be held throughout the school year to address weaknesses as outlined in content areas to enhance student growth as a whole. The SPED Academy will allow SPED teachers the opportunity to disaggregate data from spring testing so that specific student needs can be identified to allow for more appropriate and effective educational experiences and academic support for students with disabilities. The district will continue efforts to maintain and improve these target goals by working collaboratively with the various instructional departments in order to ensure students with disabilities will have access to general education curriculum. The SPED Team and Administrators will monitor student's attendance at all grade levels, increase parental involvement by ensuring that the parents are aware of their children's progress and available resources, transcripts and grades will be reviewed throughout the year. Students who are absent three consecutive days will be referred to the school counselor to determine the student's status. Finally, we will provide students with alternative educational opportunities to ensure that they stay on track towards graduation. Monitoring and supervision will be provided through fidelity checks and ongoing student status sheets. The district conducts a program evaluation to determine the best options for improving graduation outcomes for SWD. This review will be completed by September 2023 by the SPED Department along with building administrators.</p> <p>Also, middle and high school special education case managers are trained annually on Transition Plan compliance and use the GaDOE provided tools to develop and monitor their student's progress on transition plan goals. Case managers conduct transition activities with SWDs throughout the school year to help them attain their post-secondary goals. The Director of Special Education and Case Managers work with parents to identify community agencies and to navigate processes such as the Medicaid waiver prior to the students reaching the 11th grade. Georgia Vocational Rehabilitation Agency (GVRA) works with teachers, parents, and students to provide resources needed to help students be able to transition from school to</p>
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	<p>work or another educational program upon graduation. Our district participates in our RESA's regional transition fair and provides transportation in order for parents to attend the fair. The Director of Special Education contacts all students one year after they have graduated or exited to determine if the students have been successful with post-secondary.</p> <p>In the area of transition, during the 2023 – 2024 school year, Students with Disabilities meet with school counselors to review and address the Individual Graduation Plan. Additionally, colleges will be able to meet with groups of students to address opportunities for support and services available to Students with Disabilities. Vocational Rehabilitation facilitators will also be invited to meet with students to bring forth educational training and pre-employment services to prepare students to be work-ready. The Special Education Case Managers will meet quarterly with Vocational Rehabilitation Counselors to discuss service providers and processes. During the 2023 - 2024 school year, special education leadership staff will conduct a random review of transition plans for high school students with disabilities. Strengths and areas of growth will be shared with the assigned building level leadership team. Staff who do not meet the standard of expectation will be expected to attend a technical assistance (TA) session to address areas of improvement. Technical assistance meeting agendas and sign in sheets will be submitted to the Director of Special Education for review and feedback.</p> <p>During the 2023 – 2024 school year, the special education leadership team will conduct random reviews of transition plans for high school students with disabilities. Randolph County School System Special Education Supervision and Monitoring Manual provides the fidelity needed to ensure services, frequency and duration of services, the person responsible for providing services, the location of services and the implementation of services from the start to end. Fidelity checks are provided monthly and monitored by building administrators and the Director of Special Education. Technical assistance is assigned if needed to address any areas of improvement. Randolph County Elementary School will be provided the same support and stakeholders will be trained to monitor and supervise the structures of on-going learning for students with disabilities.</p> <p>FY24, the Director of Special Education will host a "GREET and GET Night "to discuss the post-secondary activities and to provide stakeholders with documentation needed to monitor the outcome of students with disabilities. Teachers of students with disabilities will receive targeted PL to address the graduation outcomes for students with disabilities. Professional Learning Opportunities will be provided monthly for stakeholders as well. Any issues related to the students' participation in these classes will trigger technical assistance provided by the special education department (Director or Lead Teacher) in the form of individual assistance or Professional Learning in Professional Learning Communities. For FY24, West GA GLRS will provide professional learning opportunities in the areas of co-teaching, parent advocate training, pre-school consortium, speech consortium, ID</p>
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	<p>consortium, Transition consortium, and paraprofessional support. GVRA, will work with the district to provide training on pre-services and transition plans. The district will actively participate in on-going training provided by the GaDOE and redeliver throughout the district to teachers and leaders.</p>
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<p>Describe how the district will meet the following IDEA performance goals:          IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities.          What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?          Include: LEA procedures Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>Randolph County School System (RCSS) has a Child Find procedure that includes posting yearly notices at local daycares, doctor's offices, the Georgia Division of Family &amp; Children Services (DFCS), the Health Department, Head Start, local library, front of all schools within the district, local newspaper, and on the website. The notice provides our contact information and a list of services that may potentially be provided. RCSS collaborates with Babies Can't wait personnel to transition students from Babies Can't Wait into the school setting by the student's third birthday. RCSS collaborates with community agencies and day cares to identify young children with a disability and provide evaluations and services as needed. RCSS monitors timelines as outlined in our written special education implementation manual. Once children, ages 3-5, are identified, the district begins collecting intervention data and starts the evaluation process. The district works to identify young children with disabilities through that Child Find process. This is a collaborative effort by the Director of Special Education, Director of Pre-K, SPED Pre-K Coordinator, and Community Stakeholders.</p> <p>For young children, ages 3-5, a cooperative relationship exists between the Randolph County staff and personnel from Babies Can't Wait (BCW). The Preschool BCW Liaison attends all transition meetings from BCW to school services. BCW timelines are monitored monthly during the monthly staff meetings conducted by the Director of Special Education. Babies Can't Wait transition timelines and all other preschool timelines are monitored weekly by the Coordinator of Special Education through the use of the Georgia Online IEP (GOIEP) Dashboard. Any overdue timelines or other concerns will trigger technical assistance from the Director of Special Education.</p> <p>Professional learning is provided to general education preschool teachers related to Child Find by the Director of Special Education during preschool staff meetings. Although Babies Can't Wait is a primary source of referrals, the district also receives referrals from outside sources including, but not limited to, parents, community members, health care professionals, daycare providers, and others. These referrals are received in the Department of Special Education by the pre-school coordinator and the process for screening begins. After the screening, the multidisciplinary team determines if an evaluation is appropriate. The district adheres strictly to the 60-day timeline and works to ensure that students have an evaluation in place by the 60-day timeline. For Babies Can't Wait referrals, the district ensures that services begin on or before the child's third birthday. If eligible, the district works to ensure that the IEP is held as soon as possible in order to ensure early intervention. Eligibilities and IEPs are monitored for</p>
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IDEA Performance Goals:

	<p>timeliness, completeness, and compliance by the Special Education Staff including the Director of Special Education and the Pre-K Coordinator of Special Education monthly. The Department of Special Education offers support to young children (ages 3-5) with disabilities in several locations throughout the district including Head Start, Pre-k Classrooms, homes, and other community-based classrooms, specifically in church daycares. The school district works cooperatively with each of these entities and collaborates with them on a monthly basis. This work is documented by the SPED Pre-School Coordinator and provided to the director monthly. Support is provided to teachers through consultation on a student-by-student basis. This collaboration is included in the monthly report provided to the Director. Parents from all preschool entities are invited to parent trainings sponsored by the Randolph County School System Department of Special Education. During the 2023-2024 school year, the district will offer four trainings on specific topics related to IEPs, FAPE, and the availability of services from outside agencies. Training will be documented through sign-in sheets and agendas.</p> <p>RCSS will continue to implement a school based model to serve students previously served at home. This allows students to receive more services and support throughout the district. The district partners with community agencies working with young children in an effort to ensure Child Find requirements and providing early intervening services to children in need. The district faculty and staff will continue to attend training provided by GLRS, RESA, and GaDOE to address this goal. Child find efforts continue throughout the district. Child flyers are posted in local newspapers, private day care centers, doctors and health care facilities, DFCS, and other public facilities. The Director of Special Education and the Preschool Disabilities Coordinator attend local interagency council meetings and Head Start Social Advisory Committee Bi-Annual meetings. PBIS is implemented at the Preschool level. Professional learning is provided monthly. Technical assistance is provided as needed for all stakeholders.</p> <p>The Preschool Leadership Team provides information to public stakeholders regarding early intervention services for Randolph County residents and local agencies (Babies Can't Wait- BCW). Annually, the SPED Leadership Team provides the following to residents and local agencies to address general assumptions/concerns and to streamline processes and procedures such as the Transition PowerPoint for BCW to present to parents and BCW coordinators detailing the transition process from BCW to Randolph County School District and the referral and evaluation process, and Babies and Head Start Recruitment Flyer (distributed to Head Start parents and community stakeholder)</p> <p>The designated staff to support the 3-5 population is a certified special education teacher and paraprofessionals, per federally recommended maximum class size. The Pre-K Coordinator, Pre-K Director and Director of Special Education work collaboratively to support special education of young children. Preschool special needs teachers have</p>
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IDEA Performance Goals:

	<p>access to technology including Smart Boards and I-PADs to support student learning. Preschool Teachers attend various trainings offered by Bright from the Start, DECAL, and the GaDOE throughout the school year as they become available. Additionally, stakeholders participate in Preschool Special Education PL from the district four times per year. During the 2023-2024 school year, job embedded training will include "Writing Measurable IEP Goals" and "Classroom Management Training." Preschool special needs teachers will join all special education teachers in the district in receiving job embedded, on-going training related to progress monitoring of IEP goals. The Preschool Teacher and paraprofessionals will receive training through West GA GLRS for the 2023-2024 school year. The training is designed to build capacity for teachers to implement high-leverage practices along with specialized training of the IEP and an overview of Co-Teaching and Assistive Technology. The paraprofessional support training is designed to build capacity for paraprofessionals to better understand roles and responsibilities, implement best practices, and improve communications with teachers and students. Training will be documented by sign-in sheets and agendas. During the 2023-2024 school year therapeutic services will be provided to all Head Start and Pre-K faculty and staff to ensure that they receive the necessary training for implementation of the Mindset for de-escalation. During pre-planning of each new school year, the Director of Special Education provides necessary training to new staff about the process of Babies Can't Wait and how students are traced and identified. During the first 30 days of school, students are screened using PELI and Peabody Picture Vocabulary Test (PPVT). The assessments are given to students in Pre-K classes, by the Pre-K Director. Once the assessments are complete, this gives baseline data which allows us to see which students need interventions. Students are given interventions for 3-4 weeks. If the child warrants testing for special education services, the services will be reviewed with a committee for next steps for testing for special education services. The assessments for PPVT are given twice a year; however, the PELI assessment will be given 3 times a year.</p> <p>The support for young children with disabilities varies according to the services recommended by each IEP Team. Some students remain in their general Pre-k classroom and receive inclusion services. The district also has two small group preschool classrooms for students for whom that model is the least restrictive environment. Students eligible for Speech Language services are served in the school as well. Possible services provided by the RCSS are Pre-School Intervention, Transportation, Physical/Speech/Occupational Therapy, and Paraprofessional Assistance. The district supports students at Head Start, church daycares, and homes as needed. Individual IEPs form the basis for services that meet each student's needs and provide appropriate early intervention services. All of these services are monitored in multiple ways, some of which have already been listed in this document. In addition, classroom observations are conducted throughout the year by the Director of Special Education at least two</p>
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IDEA Performance Goals:

	<p>times per year. These observations are utilized to determine any need that exists for technical assistance in the form of mentoring, professional learning, or training required for specific teachers. Observation forms are collected in the Office of Special Education and reviewed by the Director monthly</p> <p>Parent engagement opportunities are held monthly in collaboration with Head Start faculty and staff to discuss the referral process for special education evaluation and development of IEPs, Curriculum, Data, Nutrition, and Transition processes. The Director of Special Education and the Preschool Coordinator conducts annual Preschool Outcome training sessions for special education teachers and building administrators to ensure accurate data collections and data entry. Data is reviewed by the team monthly. Lunch and Learn sessions are held to provide stakeholders with activities that speak to the lens of learning and leading as a whole. The Director of Special Education monitors the activities walk-throughs to ensure fidelity and accurate implementation. Fidelity checks are conducted monthly. Technical assistance is provided if needed to address any areas of improvement.</p>
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<p>Describe how the district will meet the following IDEA performance goals:          IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.          What specific activities align with how you are providing FAPE to children with disabilities?          Include: How teachers are trained on IEP/eligibility procedures and instructional practices          How LRE is ensured          The continuum of service options for all SWDs          How IEP accommodations/modifications are shared with teachers who are working with SWDs          Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>The Randolph County School System works to ensure the provision of FAPE by training all special education teachers on IEP and Eligibility procedures. The Department of Special Education has reviewed and revised its procedural manual for the 2023 – 2024 school year. All teachers will receive specific training on IEP and eligibility procedures. This training continues throughout the year as the Director of Special Education meets monthly with special education lead teachers from each school. Specific procedural information is provided to the Lead Teacher for Special Education who redeliver the information to their school staff. Leadership meetings and school special education staff meetings are documented through agendas and sign-in sheets that are provided to the Office of Special Education monthly. The district staff ensures that Least Restrictive Environment (LRE) is discussed at each IEP meeting through the Due Process Checklist that has to be turned in with each IEP. Teachers are trained to use GOIEP and to discuss LRE by discussing the continuing of services starting at the least restrictive environment (consultation) and to proceed down the list to more restrictive options until the IEP Team reaches consensus that the Least Restrictive Environment has been determined.</p> <p>RCSS also offers a continuum of services to students ages 6 through 21 years old. In RCSS, the student's IEP team discusses the individual student's needs and determines the services, supports, and environment(s) that are appropriate to address those needs. RCSS provides special education services to students in the following settings: general education, special education, community, home, hospital, separate school, and residential facilities. Special education services are rendered using various service delivery models and separate school options based upon student need. Additionally,</p>
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	<p>teachers are trained to only move one step on the continuum of services whenever possible so that the team is not moving from one extreme to another. The teachers are also trained that whatever the team determines is appropriate for the student, the district will work to provide that environment. This is monitored in the Office of Special Education three times using reports from GOIEP during the year to ensure that most students are served in the general education environment with their peers of the same age. This documentation is maintained by the Director of Special Education.</p> <p>Technical assistance (TA) is provided to school teams or individual teachers who demonstrate difficulty with determining LRE. This technical assistance will include training and monitoring (attending) IEP meetings by the Director of Special Education until the skill deficit is remediated. IEP accommodations and modifications are shared with teachers who are working with SWDs at the beginning of each semester or when schedule changes create the necessity to share with other teachers. Case managers are responsible for ensuring that ALL teachers who work with a student have access to the accommodations and modifications for each student and case managers monitor the implementation for both state and local testing. The testing coordinator for each school also receives a list of students whose IEPs provide them with accommodations or modifications for high stakes testing. Teachers provide documentation of notification of the accommodations and modifications to the special education lead teacher at the school who checks the list for accuracy and makes additions or corrections as needed. Lead Teachers maintain that documentation at the school level which is checked at random by the Director of Special Education. Any skill deficit in this area will trigger technical assistance in the form of mentoring and monitoring until the deficit is deemed remediated. The TA will be provided by the Director of Special Education and West Ga GLRS Team. Student IEPs are monitored at the school and district level through reports in GOIEP and compared to student schedules in PowerSchool each semester to ensure fidelity in the scheduling process. The following reports are utilized in GOIEP monthly to ensure Fidelity: IEPs overdue, IEPs due in one month, Eligibility overdue and Eligibility due in 4 weeks. The Director of Special Education and Lead Teacher meet monthly to ensure areas are monitored with fidelity. The district continues to provide a full continuum of services that address all areas of need. The district will provide teachers of young children with professional learning and curriculum on methods and strategies for diversity awareness, problem solving and conflict resolutions, classroom management techniques. The district will also provide professional development for developing social emotional skills. Additional professional development opportunities will be provided for addressing the least restrictive environment for young children, classroom management, nature and characteristics of students with disabilities. We will also increase child find efforts throughout the district in order to ensure that we are meeting and addressing the needs of students. Teachers will collect data and provide on-going progress monitoring to assess students' progress. The district continues LRE</p>
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IDEA Performance Goals:

	<p>efforts in order to ensure access to the general education setting. When students are pulled from the general curriculum scientific research based materials will be used as well as the curriculum in the general education setting. All students will receive instruction that is aligned to the standards. Staff will participate in standards based instruction/classroom and DI training. Performance of students with disabilities who participate in the general education setting will be monitored to ensure that appropriate support including the use of assistive technology (AT) have been considered and provided. Class observations will be conducted frequently to monitor instructional strategies and practices in order to ensure that instructional practices in all settings are being effectively implemented and that the needs of students are being met. Additional multi-tiered systems of support and training provided through RESA and GLRS will be utilized to support staff through professional development.</p> <p>The district has written policies and procedures to facilitate compliance with federal laws and regulations. This procedure is annually and ongoing training is provided to all teachers and administrators. The district has a process and tools for monitoring practices in the area of transition plans by auditing IEPs monthly. Student's data is annually reviewed to determine the most appropriate educational support for each student with a disability. The Director of Special Education and Compliance Team trains and monitors the implementation of the special education program from the district level. They conduct monthly audits using the IEP and eligibility audit forms approved by the DOE. They also monitor the implementation of service models such as co-teaching and small group instruction by conducting at least five observations monthly and documenting their feedback on the informal observation forms developed by the Special Education Director and approved by the DOE. Also, the Director of Special Education holds monthly meetings with individual principals and with teacher groups to provide ongoing training to address areas of opportunity and updates about the progress the department is making. Professional learning on Free Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE) is provided each year. This training is conducted through our SPED Academy and this professional learning includes a review of the law, the placement options available to students, and how to address the issue in annual IEP review meetings. In addition, teachers are trained on IEPs and eligibility procedures through ongoing discussion with the school psychologist, Director of Special Education, and SPED Department Chair of each school. Adjustments are made based on progress data and classroom performance. The continuum of services for students with disabilities include inclusion, co-teaching, and supportive services with paraprofessional support, resource, modified day/schedule, separate school and provision of related services (Speech, OT, PT, and transportation). Data talk meetings are held weekly with a multidisciplinary team to discuss the performance of students with disabilities.</p> <p>During the 2023 – 2024 school year, two sensory rooms will be utilized to provide therapeutic services to students at Randolph County</p>
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IDEA Performance Goals:

	<p>Elementary School. The sensory room will focus on providing the best sensory input for the specific needs of each student. By using the therapeutic equipment, the students will learn how to self-regulate their behaviors and improve focus as a whole. The District will utilize the IDEA Capacity Building Grant to provide therapeutic training by utilizing Mindset with coaching services provided by a Board Certified Behavior Analyst (BCBA) for the 2023 -2024 school year.</p> <p>When students are pulled from the general curriculum scientific research based materials will be used as well as the curriculum in the general education setting. Efforts to maintain and improve policies and practices will continue. The district provides additional training on due process procedures and accurate data collection and coding for administrators. The current efforts include professional learning at all levels on disciplining students with disabilities, conducting manifestation determination meetings, conducting Functional Behavioral Assessment (FBAs), developing Behavior Intervention Plan (BIPs), classroom management, progress monitoring, data collection and differentiation of instruction. The district will also work collaboratively with Human Resources on continued efforts for recruiting and retaining highly qualified and effective staff and to provide additional resources/support from community partners. Each case manager submits a monthly slip suspension for in school suspension (ISS) and out school suspension (OSS) to the Office of Special Education to be reviewed by the Director of Special Education. Schools that demonstrate high out of school suspension (OSS) rates will be targeted for additional support and will attend the appropriate professional learning opportunities: Writing Measurable IEP Goals/Objectives and Progress Monitoring, FBA/BIP—Name That Function, Co-Teaching, Advanced Co-Teaching, MTSS, GAA, AT Accessing Curriculum in Today's Classroom, Mindset Communication, Classroom Management, The Data Connection, Assistive and Instructional Technology: Blending Tools to Meet the Needs of Diverse Learners and IDEAS conference. PBIS overall performance through the TFI for the school district increased due to effective implementation through all schools. Each school will be able to embed a school wide culture of positive behavior and support by working with School Climate Specialists for the 2023 – 2024 school year.</p> <p>In order to identify training needs related to FAPE, current district practices require special education teachers to submit a draft IEP with present levels of performance, proposed goals, and proposed accommodations and support to the Lead Teacher for Special Education five days prior to a scheduled meeting. Teachers are required to complete an IEP Compliance Checklist along with this draft IEP. Using the checklist, teachers ensure that required parts of the IEP are being completed. The Lead Teacher for Special Education reviews the draft IEP and IEP Compliance Checklist and provides feedback related to content and compliance. Once the IEP meeting is held, the teacher completes the same IEP Checklist. The IEP and the IEP Compliance Checklist are again reviewed by the Lead Teacher for Special Education to ensure compliance and sound decision- making</p>
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IDEA Performance Goals:

	<p>have occurred. Amendment meetings are scheduled as needed after this review. The IEP Compliance Checklist asks a series of questions for each section of the IEP to ensure that all required items within that section are included and/or considered and that the IEP sections all build upon each other to determine appropriate services. The checklist includes present levels of performance, impact of disability, special factors, transition planning, goals and objectives, student supports and accommodations, continuum of services, extended school year, and parent participation.</p> <p>All Professional learning opportunities offered by the special education department include specific guidance related to FAPE obligations. Special education staff are required to participate in annual Professional learning in areas, such as confidentiality, comprehensive IEP training (development and implementation), progress monitoring and data collection, and evaluation and eligibility procedures and practices. Additionally, special education staff collaborate with the district's office to provide training on the various components of IDEA to new school administrators. The special education professional learning leadership team monitors the completion of training activities by compiling the PD artifacts (agenda, sign in sheet, deliverables). Completion results are shared with the Director of Special Education during monthly meetings and updates are made to the department's master calendar.</p> <p>Also, FAPE is provided for Students with Disabilities, special education leadership staff review and monitor IEP audit data, achievement data, instructional software usage and achievement data, attendance, behavior and course completion and classroom observation data to inform our practices and determine ongoing training needs.</p>
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<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</b>          How procedures and practices are implemented in your district to ensure overall compliance?          Include: LEA procedures to address timely and accurate data submission          LEA procedures to address correction of noncompliance (IEPs, Transition Plans)          Specific PL offered for overall compliance, timely &amp; accurate data submission, and correction of noncompliance          Supervision and monitoring procedures that are being</p>	<p>The district has written policies and procedures to facilitate compliance with federal laws and regulations. The procedures are updated annually and ongoing training is provided to all teachers and administrators. Weekly compliance checks are conducted, meetings are held with individual principals monthly, and ongoing professional development is provided to ensure IDEA compliance. Expectations for SPED teachers to meet compliance with state and federal laws are outlined in the RCSS SPED Manual. Compliance is monitored by the Director of Special Education through GOIEP reports. Teachers and building administrators are provided 10 Day Notice reminders via email to ensure meetings have been established within a timely manner. If teachers are noncompliant with completing paperwork after the reminder a second notice is sent via email to school level administrator and SPED Leader Teacher. If the area of concern is not corrected, the Director of Special Education contacts the school level administrator and the area of concern is discussed with the staff member in person</p>
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IDEA Performance Goals:

<p>implemented to ensure compliance</p>	<p>and documented. The Director of Special Education provided professional learning for the staff to ensure the area of concern is corrected.</p> <p>The Director of Special Education attends all training required by the GaDOE including Director's Webinars, workshops, etc. This training is redelivered to Special Education faculty and staff at monthly meetings. SPED Lead teachers redeliver this training to their school special education staff and building administrators. This is documented through sign-in sheets and agendas turned into the Office of Special Education. During the 2023-2024 school year, additional training will be provided related to state and federal laws and regulations at the monthly Special Education Team Meetings and the information will be redelivered to teachers at each school in turn. Lead teachers will review and finalize each IEP in GOIEP. Teachers or groups of teachers who demonstrate skill deficits in the area of compliance will receive technical assistance from the Special Education Lead Teacher in the form of mentoring, monitoring, and follow up until the skill deficit is remediated. This Technical Assistance will be documented and provided to the Office of Special Education on a monthly basis by the Lead Teacher. In the event that the Technical Assistance is not effective, the Director of Special Education will assume responsibility for the Technical Assistance with the support of the school principal and /or director. During the 2023 - 2024 school year, technical assistance sessions will be provided monthly by the Director of Special Education for Special Education Teachers and Building Administrators to address overall compliance, with a focus on timely and accurate reporting of initial evaluation and eligibility information. During district meetings this information was reviewed and discussed monthly with teachers, parents, and building administrators by the Director of Special Education. Technical assistance sessions were also provided to address reporting FTE, special education delivery models, and special education events. These sessions were recorded for future reference through Google Meet. In effort to continue the support for stakeholders, virtual technical assistance sessions will be continued during 2023 – 2024. The Director of Special Education and the District Effectiveness Director will provide training for stakeholders as it relates to FTE and scheduling to students for the 2023 – 2024 school year.</p> <p>The district will continue to monitor and maintain these areas. Professional development will be provided at all levels regarding expectations, roles and responsibilities for maintaining compliance. School based staff and administrators responsible for supervising programs or SWD will receive additional professional learning on the policies, practices, processes, and procedures for SWD. Any areas of non-compliance will be corrected as soon as possible but no later than one year after notification. The district will work to ensure that all reports are submitted accurately by the required due dates. The district will participate in the Facilitated IEP Process through GaDOE. The use of GOIEP supports compliance as it allows district personnel to monitor</p>
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IDEA Performance Goals:

	<p>timeliness of eligibility and IEPs. This is monitored weekly by the Director of Special Education at weekly meetings. The weekly monitoring of progress reporting by the Lead SPED Teacher for GOIEP also supports compliance. Classroom observations performed by school and district personnel will support compliance related to IEP services. The disciplinary tracking sheets will be utilized to support monitoring of ISS and OSS for SWD. The Director of Special Education will attend IEPs throughout the year to monitor compliance before, during, and after the meetings. Timely and accurate data submission is monitored by the Director of Special Education with support from Administrative Assistance. Both individuals monitor the Special Education Compliance Calendar to ensure timely and accurate submission of data. The district will review and ensure that SWD are receiving effective instructions in the LRE. The district will assist school staff with organizing a curriculum and utilizing effective strategies for SWD. The district will collaborate with appropriate school based personnel to assure accurate documentation and timely data input/submission for SWD. The district will assist teachers in improving classroom management and climate through the implementation of effective instructional methods. The district will continue to follow effective practices as outlined in RCSS Supervision and Monitoring Manual.</p> <p>The district uses GOIEP as the IEP system. GOIEP has built in safeguards that help ensure compliance with state and federal laws and regulations. The Director of Special Education ensures that timelines are met. During the 2023 - 2024 school year, the district has set up process alerts to remind case managers of specific timelines such as annual review, reevaluation, and for students with SDD label for testing by the 9th birthday of students in the program. This is monitored through the Office of Special Education and RESA with tracking sheets that are reviewed monthly by the Department of Special Education</p>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

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

<p>A. Well-Rounded Activities (WR)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY24 Title IV, Part A funds</p>
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<p>B. Safe and Healthy (SH)-Climate/Culture Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY24 Title IV, Part A funds</p>
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<p>C. Effective Use of Technology (ET)-Professional Learning Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY24 Title IV, Part A funds</p>
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<p>D. Effective Use of Technology 15% (ET15)-Infrastructure Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY24 Title IV, Part A funds</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.</p>	<p>100% transfer of FY24 Title IV, Part A funds br clear="all"</p>
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Intervention Not Effective – Adjust Activities/Strategies                  Data Variable: Teacher Retention                  Equity Intervention: Support the retention of effective teachers and effective school leaders                  Data Source: District Retention Rate</p> <p>2021--22 Attrition Rates                  Randolph County Elementary—17%                  Randolph County Middle—38%                  Randolph Clay High—10%</p> <p>2022--23 Attrition Rates                  Randolph County Elementary—53%                  Randolph County Middle—0%                  Randolph Clay High—53%</p> <p>The attrition rate increased exponentially at the elementary and high schools. Other variables contributed to these shifts that are not directly related to the effectiveness of the intervention. Although the intervention proved ineffective (when put up against other factors), at this time, we will keep the intervention in place and monitor the effectiveness for the upcoming year.</p>
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<p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Offering Signing and Retention Bonuses to content teachers and leaders who met performance criteria in years past has been very effective because it helped us retain the new hires from the previous year. But this past year however, other variables contributed to these shifts that are not directly related to the effectiveness of the intervention. Although the intervention proved ineffective (when put up against other factors), at this time, we will keep the intervention in place and monitor the effectiveness for the upcoming year.</p> <p>-The New Teacher Roundtable was very successful according to the Dir. of Professional Learning. In the restructured New Teachers Roundtable Forum, new teachers meet monthly to discuss concerns and hear information on predetermined topics related to areas that prove challenging to most teachers. The teachers responded very positively and were very open with their feedback and input.</p>
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Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

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<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Intervention Effective – Maintain Activities/Strategies                  Data Variable: CCRPI Star Climate Rating                  Equity Intervention: Provide targeted teacher development on content, pedagogy and student supports and interventions                  Data Source: SLDS Discipline Data                  Randolph County Elementary                  2021-22                  Total # of Students with 0-1 State Reportable ODRs--342                  Total % of Students with 0-1 State Reportable ODRs—98.56</p> <p>2022-23                  Total # of Students with 0-1 State Reportable ODRs --242                  Total % of Students with 0-1 State Reportable ODRs—97%</p> <p>Randolph County Middle                  2021-22                  Total # of Students with 0-1 State Reportable ODRs--140                  Total % of Students with 0-1 State Reportable ODRs—92.72%</p> <p>2022-23                  Total # of Students with 0-1 State Reportable ODRs --144                  Total % of Students with 0-1 State Reportable ODRs—100%</p> <p>Randolph Clay High                  2021-22                  Total # of Students with 0-1 State Reportable ODRs--231                  Total % of Students with 0-1 State Reportable ODRs—89.16%</p> <p>2022-23                  Total # of Students with 0-1 State Reportable ODRs --172                  Total % of Students with 0-1 State Reportable ODRs—73%</p>
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<p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Both the elementary and the high school saw significant gains. This can be contributed to sustained professional learning on Positive Behavioral Intervention and Supports (PBIS), as well as PBIS best practices being implemented. These factors totally impacted culture and climate in a positive way. SWIS training was also helpful to show how certain behaviors were documented.</p>
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4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

In this section, summarize the identified needs that will be addressed with FY22 federal funds for private schools Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](#). (Add "No Participating Private Schools" as applicable.)

Title I, Part A	There are two private schools in our area: Terrell Academy and Southwest Georgia Academy. Neither school participated in the traditional federal programs consultation meetings.
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Title II, Part A	There are two private schools in our area: Terrell Academy and Southwest Georgia Academy. Neither school participated in the traditional federal programs consultation meetings.
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Title III, Part A	N/A
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Title IV, Part A	There are two private schools in our area: Terrell Academy and Southwest Georgia Academy. Neither school participated in the traditional federal programs consultation meetings.
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Title IV, Part B	There are two private schools in our area: Terrell Academy and Southwest Georgia Academy. Neither school participated in the traditional federal programs consultation meetings.
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Title I, Part C	N/A
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IDEA 611 and 619	N/A
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