



Comprehensive Needs Assessment 2026 - 2027 District Report



Webster County

1. PLANNING AND PREPARATION

1.1 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. If the LEA uploads sufficient evidence of required stakeholder input in Section F. Additional Files, the cross-functional monitoring indicator pertaining to CLIP required stakeholder input will be automatically met.

Required Stakeholders

Program	Position/Role	How did this stakeholder provide input into the CLIP
Multiple Program(s)	Principals	Community Meeting, Meeting, Survey
Multiple Program(s)	Other School Leaders	Community Meeting, Meeting, Survey
Multiple Program(s)	Charter School Leaders(if the LEA has charter schools)	NA
Multiple Program(s)	Teachers	Meeting, Survey
Multiple Program(s)	Paraprofessionals (if the LEA has this position)	Meeting, Survey
Multiple Program(s)	Specialized Instructional Support Staff	Meeting, Survey
Multiple Program(s) Title I, Part A Title III, Part A	Parents (s) Title I ParentEL Parent (if the LEA receives Title III, Part A funds)	Meeting, Survey
Multiple Program(s)	Community Partners	Meeting
McKinney-Vento Homeless	Homeless Liaison	Meeting
Title I, Part A – Foster Care	Foster Care Point of Contact	Meeting
Title I, Part C	Out-of-School Youth and/or Drop-out Participant (if the LEA receives Title I, Part C funds)	NA
Title II, Part A	Other Organizational Partners (such as RESA, SREB, REL, AIR, Solution Tree)	Meeting

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	The Federal Programs Director, Deidre Sterling met with the School Leadership Team including: Lou Ward, Sundai Tanner, Michael Baker, Lesley Hill, Sydney Barfield, Maggie Moore and James McCullough to discuss the process for selection of stakeholders. Team members suggested people to serve on our Comprehensive Needs Assessment Team. Those people were called and asked to serve on our team and given the expectations for serving on Webster County Schools' Comprehensive Needs Assessment Team.
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How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?

Stakeholders will be invited to quarterly meetings to discuss the progress made on our Comprehensive Needs Assessment Document, to review and revise as new data becomes available and to offer suggestions for improvement of the school. Stakeholders will receive a survey each year in the spring. The results will be analyzed and shared with the stakeholders and become a part of our Comprehensive Needs Assessment, Consolidated Application and School Wide/School Improvement Plans. Stakeholders are also notified through newsletters and the website of their right to offer suggestions.

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.04
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.08
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.12
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.04
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	1.96
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.15
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.2 Effective Leadership

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

Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching

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

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching

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

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching

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

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations

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

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching

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

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals

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

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning

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

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers

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

Effective Leadership Data

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

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	✓
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, but may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations.	
4. Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.27
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.12
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.27
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.27
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS).

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.27
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.12
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.04
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.08
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.12
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.04
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	1.96
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.38
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.15
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.27
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.27
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	The Webster County School system used data collected from the Georgia School Climate Surveys, CCRPI, and TKES data.
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What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	School Climate Surveys: <u>Elementary School Student response:</u>(98% response rate) The student survey results indicate that the majority of Webster County Schools Elementary School students have a positive educational experience. Students report an enjoyable learning environment and feel supported by teachers who help them set weekly learning goals, provide clear expectations, and recognize their hard work and achievements. Students perceive adults in the building as caring and respectful, and most feel comfortable seeking help from an adult when faced with bullying or other concerns. Students also report feeling safe throughout the school environment, including classrooms, restrooms, and the gymnasium. They demonstrate a strong understanding of emergency procedures and are confident in the steps they should take during situations such as tornadoes, fires, or intruder drills. Additionally, students take pride in attending a school that is clean, organized, and well-maintained. While 60% of students reported that they have never been bullied, 54% of surveyed students identified bullying as a concern, indicating that bullying remains an area that warrants continued attention and monitoring to ensure all students feel safe and supported. <u>Middle School Student response:</u>(108% response rate) The survey results indicate that middle school students generally have positive perceptions of their teachers, school safety, and relationships with adults in the building. Students recognize that teachers create supportive learning environments and that adults care about their well-being. However, the results also highlight opportunities to increase student engagement, strengthen goal-setting practices, and address concerns related to bullying. Teaching and Learning Students reported positive perceptions of classroom instruction and teacher support. Approximately 73% of students feel that teachers create an environment where they can learn, and 72% believe that most or all of their teachers have significantly impacted their learning. Students also indicated that
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	teachers generally make them feel comfortable sharing their thoughts, provide specific feedback, explain new concepts clearly, and offer examples of quality work before students begin assignments. While these results are encouraging, there are areas for growth. Only 56% of students reported that teachers help them set learning goals, and just 55% believe classroom discussions improve their learning. Additionally, only 37% of students feel that teachers make learning interesting, suggesting a need for increased student engagement strategies and opportunities for active learning. School Safety and Climate Students generally feel safe at school, and 91% know the appropriate procedures to follow during emergencies such as tornadoes, fires, and intruder situations. This reflects strong communication and preparedness efforts by the school. Despite feeling safe overall, 42% of students perceive bullying as a problem, indicating that bullying prevention and awareness efforts should remain a priority. Furthermore, only 52% of students reported feeling comfortable going to an adult for help, suggesting that additional efforts may be needed to strengthen student-adult connections and ensure all students feel supported. The survey highlights positive relationships between students and school staff. Seventy-seven percent of students reported that adults show they care about students and treat them with respect. Students also indicated that student wellness services are accessible when needed. These findings suggest that most students view adults in the building as supportive and approachable. The Middle School School Climate Survey results reveal a generally positive learning environment characterized by supportive teachers, caring adults, and a strong sense of safety. Students value the impact their teachers have on learning and appreciate respectful interactions with staff. Areas for continued improvement include increasing student engagement in learning, expanding goal-setting opportunities, strengthening classroom discussions, reducing perceptions of bullying, and improving student comfort in seeking help from adults. Addressing these areas will help further enhance both the academic and social-emotional experiences of middle school students. <u>High School Student response:</u>(89% response rate) The High School School Climate Survey results indicate several strengths in the areas of school safety, student support, and classroom environment, while also identifying opportunities for growth in instructional practices, student engagement, and academic programming. Strengths Students generally perceive their classrooms as respectful learning environments, with 63% reporting that teachers create an environment conducive to learning and ensure students treat one another respectfully. Additionally, 61% of students believe adults in the building care about them, and 53% feel adults show respect toward students, reflecting positive relationships between students and staff. School safety continues to be a significant strength. Most students report feeling extremely safe while on campus and demonstrate an understanding of emergency procedures and protocols. Students also report strong access to support services, with 74% indicating they can easily access student wellness resources, such as the school counselor and school nurse.
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	Classroom collaboration is evident, as 50% of students report participating in group discussions daily, and 48% indicate these discussions have improved their learning, suggesting that collaborative learning opportunities are benefiting many students. Areas for Improvement Survey results suggest a need to strengthen instructional practices that increase student engagement and academic growth. While nearly half (48%) of students report being significantly impacted by their teachers, only 28% believe teachers make learning enjoyable or engaging, indicating a need for more student-centered and engaging instructional strategies. Students also report limited involvement in goal-setting, with only 39% stating that teachers help them establish learning goals. Goal-setting is an important component of student ownership of learning and warrants additional focus. Feedback and instructional clarity emerged as notable areas for improvement. Students indicated that only a few teachers consistently: • Provide specific feedback about the quality of student work. • Check for understanding throughout lessons. • Share examples of quality work before assignments begin. While 56% of students report receiving praise for doing well, only 41% believe the feedback they receive is very helpful, suggesting that feedback may not always be specific, actionable, or focused on improving learning outcomes. Student Support and Relationships Although students generally view adults positively, the survey reveals an opportunity to strengthen connections between students and staff. Only 48% of students report feeling comfortable seeking help from more than a few adults in the building, indicating a need to expand trusted adult relationships and ensure all students feel connected to supportive staff members. Academic and Career Readiness Opportunities Students expressed concerns regarding the availability of courses that align with their interests and future goals. Specifically, survey responses suggest a desire for expanded or more relevant CTAE (Career, Technical, and Agricultural Education) and Dual Enrollment opportunities. This feedback highlights the importance of evaluating current course offerings and exploring additional pathways that support students' career aspirations and postsecondary plans. The survey results indicate that students feel safe, supported, and respected within the school environment. However, opportunities exist to improve student engagement, increase the use of meaningful feedback and learning goals, strengthen student-adult connections, and expand academic and career-focused course options. Focusing on these areas will help increase student ownership of learning, improve instructional effectiveness, and better align educational opportunities with student interests and future aspirations. Teacher Survey response:(100% response rate) The Teacher School Climate Survey results reflect a highly positive school culture characterized by strong leadership, high levels of job satisfaction, meaningful professional support, and a safe learning environment. Overall, teachers report feeling valued, supported, and
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	equipped to meet the needs of students while working in a collaborative and student-centered atmosphere. Leadership and Communication Teachers reported favorable perceptions of school leadership, with 76% stating that school leaders follow through on addressing staff concerns very well and 85% feeling supported by administrators. Additionally, 81% indicated that school leaders are available when needed and ensure staff meetings are a good use of time. Communication practices were also viewed positively, with 71% reporting that leaders communicate important information effectively and 76% stating that teacher input is incorporated into decision-making processes. These results suggest that school leaders have established a culture of accessibility, responsiveness, and collaboration. The high percentage of teachers who feel comfortable communicating concerns further demonstrates trust between faculty and administration. Teacher Satisfaction and Well-Being An impressive 96% of educators reported being satisfied with their jobs and comfortable communicating concerns to school leaders, demonstrating a strong sense of commitment to Webster County Schools. While overall morale is high, 52% of teachers reported feeling slightly overwhelmed, indicating that the demands of teaching continue to present challenges. Additionally, 57% reported looking forward to going to work almost every day, suggesting an opportunity to continue exploring strategies that support staff wellness and work-life balance. Instructional Support and Feedback The survey results indicate strong instructional leadership throughout the district. Eighty-five percent of teachers reported that administrators positively influence the quality of their instruction, and 67% indicated they receive actionable performance feedback one to two times per month. These findings suggest that administrators are actively engaged in supporting teacher growth through coaching, feedback, and ongoing instructional guidance. Planning Time and Instructional Capacity Most teachers reported having sufficient time to carry out instructional responsibilities effectively. ● 90% stated they have adequate time to deliver planned instruction. ● 76% reported having adequate time to contact families. ● 81% reported having daily individual planning time for instruction. ● 52% reported having adequate daily collaborative planning time. While Webster County Schools provides all teachers with a daily planning period during the school day and additional planning time after student dismissal, some teachers may not perceive this time as fully available for planning due to instructional preparation, or other responsibilities. This area may warrant further examination to better understand teacher perceptions and maximize the effectiveness of planning time. Another factor contributing to teachers' ability to focus on instruction is the district's longstanding cell phone policy. Student cell phones have
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	never been permitted during the school day, resulting in minimal classroom disruptions related to personal technology. This allows teachers to devote instructional time to student learning and engagement rather than managing device-related distractions. Professional Learning and Collaboration Teachers responded positively to the district's professional learning efforts. • 76% reported that their input is frequently used when planning professional learning. • 72% found professional learning sessions helpful. • 85% stated professional learning aligns with the School Improvement Plan. • 81% reported that professional learning provides opportunities for meaningful dialogue with colleagues. Additionally, 62% stated collaborative meetings are a good use of time, and 52% reported that these meetings result in a shared workload. While these percentages are lower than other survey indicators, they still represent a majority of staff and suggest opportunities to continue strengthening collaborative structures. Collaborative meetings are held monthly and focus on reviewing student data, identifying instructional needs, planning interventions, and discussing instructional strategies. These meetings provide teachers with opportunities to make informed instructional decisions and better understand their collective impact on student achievement. Continued emphasis on the purpose and outcomes of these meetings may further increase teachers' perceptions of their value. Family and Community Engagement Teachers reported positive relationships with families and stakeholders. • 76% stated families respond when contacted. • Teachers reported feeling very comfortable approaching families. • 77% believe families value their role as their child's teacher. • 66% stated the district works well with stakeholders to support families. • 62% reported that the district partners with community organizations and businesses to support students and staff. These findings indicate strong family-school relationships and suggest opportunities to continue expanding community partnerships that benefit students and families. School Safety and Security emerged as one of the strongest areas of the survey. All faculty members reported knowing the proper procedures to follow during emergencies such as tornadoes, fires, and intruder situations. Additionally: • 71% stated it is not easy for unauthorized individuals to enter the
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	building. • 57% reported feeling extremely safe at school. • 29% reported feeling very safe at school. Combined, 86% of educators reported feeling very safe or extremely safe, reflecting strong confidence in the district's safety procedures, emergency preparedness, and school security measures. Key Strengths Identified The survey highlights several notable strengths: • Exceptional teacher job satisfaction (96%) • Strong administrative support and accessibility (85%) • Positive influence of administrators on instructional quality (85%) • Effective communication and responsiveness from school leaders • Teacher involvement in decision-making processes • Professional learning aligned to school improvement goals • Meaningful opportunities for collaboration and professional dialogue • Strong family engagement and communication • High levels of school safety and emergency preparedness • Minimal classroom disruptions due to the district's longstanding prohibition of student cell phone use Opportunities for Growth While survey results are overwhelmingly positive, several areas present opportunities for continued improvement: • Reducing feelings of teacher overwhelm and workload-related stress. • Exploring why some teachers do not perceive planning time as adequate despite dedicated planning periods. • Increasing the perceived effectiveness and efficiency of collaborative meetings. • Strengthening community partnerships and stakeholder engagement efforts. • Continuing to improve communication systems so that a greater percentage of teachers feel consistently informed.
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	Overall, the Teacher School Climate Survey reflects a healthy, supportive, and collaborative culture at Webster County Schools. Teachers overwhelmingly report high levels of job satisfaction, strong administrative support, meaningful professional learning opportunities, and confidence in school safety procedures. The district's commitment to teacher input, instructional support, and continuous improvement contributes to a positive work environment where educators feel valued and empowered. Additionally, the district's longstanding cell phone policy minimizes classroom distractions, allowing teachers to maximize instructional time and maintain a strong focus on student learning. Continued attention to workload management, collaborative planning structures, and communication practices will help Webster County Schools build upon its many strengths and further enhance the experiences of both staff and students. CCRPI data indicates we need to improve our test scores in all content areas across all grade levels.
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What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	• The process data we used for Coherent Instruction is: Observations and focus walks completed by administration with feedback provided, data analysis, use of data to inform instruction/groups, etc, Professional Learning Logs, Professional Learning Activities including agendas, sign-in sheets, and evaluations, TKES observations, eleot observations, samples from activities, etc. Milestones Data, Teacher Input, STAR Reading and Math, STAR Early Literacy, DIBELS , GKIDS, Beacon, IXL, EOCs and EOGs. Data will be compared for growth. • The process data for effective leadership is: Test scores; lesson plans; CCRPI Score; School Climate Survey results; Title I Survey Results, various Cognia survey results, School Leadership Team minutes; team minutes; TKES summary reports, Usage and effectiveness reports; meeting notes, Professional Learning requests; Purchase Orders/Invoices; Leader Surveys; Professional Learning Logs/Agendas. • The process data for Family and Community Engagement is: Surveys; policies and procedures are shared through our handbooks and website postings and through meetings, Teacher/Parent/Student conference notes; Teacher/Parent contact notes/logs; returned/ signed progress reports and report cards; sign and return notes, Parent Engagement Calendar; Meeting agendas/sign-in sheets; survey data, invitations; flyers; newspaper notices; website notices; meeting notes/sign-in sheets, Webster County Schools social media page via Facebook, Instagram and the District's REMIND app. • The process data for supportive learning environment is: Handbooks; Rules/Routines posted in classrooms; School drills; meeting notes; District Safety Plan; artifacts posted in classrooms for emergency situations, Achievement data; TKES/LKES reports; surveys; professional learning requests, Classroom climate/standards-based requirements checklists; rules posted; parent contact logs; returned progress and report cards; conference notes, Attendance records; pictures; newspaper articles; progress monitoring reports; sign-in
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	sheets; academic achievement data.
What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	• SCHOOL LEADERS will monitor, conduct focus walks/observations and provide feedback. Leaders will provide the data for teachers/staff to analyze to ensure students' instructional needs are being met. TEACHERS will attend, engage in and implement strategies learned in professional learning communities, analyze data and student work samples, use a variety of assessments and use the data to plan instruction and share ideas and resources. Teachers will discuss data with students. - STUDENTS will participate and be engaged in learning activities, be able to demonstrate mastery and understanding of the concept/standard, provide peer support, use rubrics for completion of tasks and self-monitoring. Benchmarks such as STAR Reading, STAR Math, GKIDS, ACCESS, GAA, STAR Early Literacy, Portfolios, DIBELS, Beacon, Progress Learning, EOCs and EOGs and other assessments are used to monitor student progress. Teachers analyze this data to determine individual student needs and to inform instruction. • Processes to create and maintain a culture of learning include standard-based lesson format, working word walls, incorporating standards and essential questions into lessons, displaying student work, use of rubrics and commentary. Interruptions to classroom time are limited and discouraged. This process has helped to improve test scores and discipline. Quality instruction is ensured through TKES evaluations, classroom observations using the Eleot observation tool, standards-based instruction checklists, lesson plan templates (opening, work time, and closing), and lesson plan checks. Documentation and data are constantly monitored, and feedback provided to ensure quality instruction is occurring in all classrooms. Conferences occur during the TKES process and strengths and weaknesses are discussed. Teachers are tasked with improving methods of instruction based on evaluations. • Webster County Schools is a one school district with Mr. Marc Maynor serving as Superintendent and Mr. James McCullough serving as Principal. WCS has one Assistant Principal. These leaders are housed at the school and have an open-door policy for all stakeholders (parents, students, teachers, and the community). Visits to teachers are allowed after school or through scheduled appointments as to not disturb classroom learning. Surveys are analyzed to ensure that stakeholders feel welcomed and that our strategies are working to promote a positive learning environment. The school website, the Remind App, Instagram, Facebook, invitations, handbooks, parent/teacher contact logs, professional learning, conferences, parent involvement activities are all used to promote effective communication with stakeholders. Surveys indicate that stakeholders feel informed but would like continued efforts to communicate to improve. WCS provides communication and invites parents to attend various meetings/events, but we do not have the parent involvement that we would like. We offer after school tutoring, host Fall Festival; Field Day; Christmas Programs; Chorus Performances, sports events; clubs; community service opportunities. WCS will continue to work on

	increasing stakeholder involvement. The Parent and Family Engagement Calendar is sent to all stakeholders and meeting/activities occur monthly. Parent Input Meetings and a Federal Programs meeting occur to allow stakeholders the opportunity to participate in planning, to offer suggestions and to voice concerns. Surveys are posted on the school website several times a year to encourage parents to be advocates through suggestions, comments, and concerns for the children of the District. Survey participation is low. School events/activities are posted on the website as well as our social media pages and stakeholders are notified via the Remind App, in the newspaper and through notices posted throughout the community. The school counselor attends meetings with local Family Connections, sheriff, and other officials to discuss needs of students and families. The administration meets with local law enforcement/community leaders on safety issues/procedures. School Board meetings are advertised and are open to the public. • Webster County Schools sets clear guidelines to maintain order and safety within our District. Handbooks are provided to all students and parents with guidelines, expectations for students behavior and cleanliness are shared and enforced by all teachers, staff and administration. A buzzer system for entry into the school is in place and visitors must sign in through the office before gaining access to the main building. This access is limited. Parents must schedule meetings in a timely manner to visit classrooms and to meet with teachers. An administrator is present for meetings when needed. Emergency drills are practiced as mandated by the State. We have made improving school/classroom climate, better communication with parents/stakeholders, more community and parent involvement, differentiation, and using data to inform instruction as a focus for improvement. Classrooms are set up to reflect themes, standards-based instruction (standards, EQs, lesson plan templates, working word walls, classroom libraries, student work posted), parent contacts are required, progress reports and report cards are sent home on schedule. • Vertical, Horizontal and Data teams meet weekly/monthly to analyze data. Professional learning involves review and analysis of data. Teachers use SLDS and complete student portfolios (achievement data (STAR Math/Reading, DIBELS, BEACON, Accelerated Reader data and writing samples). The data analysis results in additional professional learning for strategies to improve instruction and learning. Professional learning is designed to specifically target the needs of teachers and students related to the new Ga Standards for Math and ELA, differentiation, meeting individual student needs (behavior and academics), basic math skills, activities to engage students, data analysis, relationship building, school and classroom climate, and rigor in the classroom. Counseling services, advisement periods, study skills, Apex, after and during school tutoring, college and career days, military recruiters, monthly newspaper/website/ Instagram postings of celebrations also occur as part of our learning environment.
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What achievement data did you use?	Process data for student achievement is: Milestone Scores; District Dual Enrollment data; district benchmarks; progress reports; report cards; team meeting minutes/notes, meeting minutes; sign in sheets; State and Local data; portfolios, Portfolio Data, Formative and summative data; meeting notes/agendas, calendars of scheduled events; website postings; newspaper articles; book studies and PL logs.
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What does your achievement data tell you?	Data analysis of the specific target (25% of students in the class); has helped teachers and leaders identify needs of individual students and help to plan instruction to meet the needs. Having Pre-K through 12th grade in one building with the same administrators and sometimes having the same teacher three/four years in a row helps with building relationships with parents and students and in identifying their needs. Surveys reveal student, parent, teacher, and administrator needs; includes professional learning , needs for parent trainings, tutoring needs, strengths and weaknesses. Data analysis helps and will continue to be a focus of the system to ensure that all is being done to improve education and to close the gaps within our subgroups. The data shows, although there was some growth, there is still areas for greater growth in our ELA, Math, Science, and Social studies across grades K-12. The data and surveys tell us that there is a need for more hands on activities, STEM opportunities and enhancement of our beyond the core classes to include more real world experiences.
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What demographic data did you use?	Enrollment numbers, achievement data, state provided data.
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What does the demographic data tell you?	Webster County is located in south central rural Georgia. The largest cities are at least an hour drive away. Median income is below the state average. The school system and the local lumber mill are the primary source for jobs. The lack of local business and industry keeps the population small and the poverty levels high. Many of our parents do not have a high school education and few have college degrees. The location of Webster County puts the system at a disadvantage for recruiting students/families and attracting businesses. Webster County's lack of businesses/industry is a contributing factor to the poverty level of the county and low levels of parents with high school diplomas and fewer with post secondary degrees. We will continue to analyze data to ensure that the needs of all students are being met. Professional Development is based on needs and includes: differentiation, data analysis, school/classroom climate, use of technology, standards based instruction, and developing relationships with all stakeholders.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns - Optional

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Teachers are surveyed for needs including Professional Learning, Supplies, Resources. Administrators come together to analyze TKES and elect data. Climate Survey Data is considered along with End-of-the Year Parent Surveys sent home by Title I. High school students complete surveys to identify preferred styles of learning and delivery of instruction. Based on the data analyzed, the students prefer to learn through more hands-on activities, use of technology and project-based learning. When teachers are surveyed, they identify professional learning needs of: ways to engage students, differentiation, analyzing data to inform instruction, use of technology and creating more effective lesson plans in a timely manner. Previously, leaders discussed throughout the year and during the finalizing of the TKES requirements each spring, the need for teachers to do less talking and for students to be more hands-on. This is now being implemented by teachers using the GaDOE Math Learning Plans. We continue to make progress through professional learning activities to work on these areas. PLCs will continue to focus on these areas. For the 2026-2027 school term, WCS will also have a Literacy Coach for our K - 3rd grade team! We are excited to provide support in this area and look forward to the guidance and monitoring of expectations that will be established.
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Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The administrative team has expressed the need for continued professional learning to meet current trends including: differentiation, activities to engage students, use of data to inform instruction, budget and finance protocol efficiency, assessment strategies and usage, efficient communication, and increasing rigor/challenging environments.
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Strengths and Challenges Based on Trends and Patterns

Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Horizontal meetings occur weekly. These meetings are used to plan, analyze data and to discuss strengths and weaknesses. Vertical (content) meetings occur monthly. This allows teachers to plan collaboratively, based on grade level and content areas. We are Pre-K through 12 in one building. Collaborative planning allows us plan instruction to meet the needs of all students and to develop relationships with parents and guardians. The school Administrative Leadership team meets weekly. The school leadership team meets with administrators as needed specific to team/school needs, usually monthly.
Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Webster County Schools works with the community and all stakeholders to prioritize our efforts towards collaboration in order to support student learning as well as their social - emotional needs. Notifications from the community (4-H, summer programs, Head Start, Public Library, Family Connection, etc) are posted in the school and sent home as we receive these requests. The school promotes student achievements, school and classroom activities, and sports through Social Media, Newspaper, and the school website. During the 2026-2027 school term, WCS plans to establish a strong partnership with our local faith based organizations asking them to join our Remind App in order to receive updates and notifications of school events. We will continue to work to improve community, business and parent participation in activities which will enrich the academic and SEL achievement of our students.
Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Webster County School analyzes all available data/surveys to plan instruction and activities to maximize learning for students. Surveys are completed by stakeholders to offer suggestions and concerns to improve our strengths and weaknesses. Family Engagement activities are offered monthly. We use surveys to plan and schedule activities based on requests and data. We will continue to focus on developing relationships with stakeholders and creating a more positive learning environment through school/classroom climate strategies. Webster County will continue to use data to address district needs and to provide the opportunity for parents and other stakeholders within the community to participate in more active roles without jeopardizing the safety of our students, faculty and staff.

Strengths and Challenges Based on Trends and Patterns

Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The location of Webster County Schools puts the system at a disadvantage for recruiting students/families and attracting businesses. Webster County's lack of businesses/industry is a contributing factor to the poverty level of the county and low levels of parents with high school diplomas and fewer with post secondary degrees. We will continue to analyze data to ensure that the needs of all students are being met. Professional Development is based on needs and includes: differentiation, data analysis, school/classroom climate, standards based instruction, and developing relationships with all stakeholders.
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Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	During the 2024-2025 school term, teachers were given the goal of identifying 25% of their students that they would focus on helping them obtain proficient or distinguished on Ga Milestones EOGs and EOCs. They were required to name specific students. Data analysis of this request has shown some positive results, therefore we will continue to utilize this process. Analyzing the data more in-depth helped teachers and leaders identify needs of individual students and help to plan instruction to meet the needs. We have also incorporated Teacher Workdays within the school calendar. Teachers utilize these days to schedule Parent-Teacher conferences in an effort to increase student achievement. Parents receive the Teacher Workday dates at the beginning of the year, giving them ample time to request time off in order to schedule meetings with their child(ren)'s teacher(s). Having Pre-K through 12th grade in one building with the same administrators and sometimes having the same teacher three/four years in a row helps with building relationships with parents and students and in identifying their needs. Surveys reveal student, parent, teacher, and administrator needs including professional learning needs, needs for parent trainings, tutoring needs, strengths and weaknesses. Strategic data analysis will continue to be a focus of the system to ensure that all is being done to improve education and to close the gaps within our subgroups.
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IDEA - Special Education

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

Strengths	Low student: teacher ratios; low teacher turnover allows teachers to develop relationships with students and parents; resources available; GaMTSS referral process, relationship with RESA; teachers participate
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

IDEA - Special Education

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

	in professional learning.
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Challenges	Special Education students taking the Milestones passing rate is low. Co-teachers and regular education need more specific professional learning on strategies for special needs students. The widespread identified modalities for special needs students make it difficult for the teachers to target specific needs, more training is needed.
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Small class sizes; 1:1 technology; resources to promote hands-on learning and activities to engage students; professional learning targeted to identified District needs: team meetings, data analysis, portfolios, attendance at workshops, book studies, collaborative planning and vertical and horizontal team meetings.
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Challenges	Data analysis; poverty level and socio-economic status of parents; location of District (rural with few businesses/industry); transportation for after school tutoring, and the lack of stakeholder/ parent involvement.
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Title I, Part A - Foster Care

Strengths	Currently, this situation does not exist in Webster County. When transportation is an issue, key parties will collaborate to develop a transportation plan that meets the needs of the individual child. "No cost plan" will be explored first. If additional transportation costs are unavoidable, the LEA and DFCS will share transportation costs. DFCS will assume financial responsibility for extraordinary costs such as utilizing transportation companies or other resources. The LEA will assume financial responsibility for costs associated with routing transportation within the county. The LEA will work with the county's child welfare agency and other LEAs on a case-by-case basis for SOO transportation beyond district lines. In the event of a dispute, the
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Foster Care

	Superintendent, Principal, DFCS County Director and the Federal Programs Director will make the final determination of the resolution.
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Challenges	N/A
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Title I, Part A - Parent and Family Engagement

Strengths	Parent Involvement Coordinator; Open House and performance based activities are attended by parents and students; Parent Involvement activities are posted on the website, Webster County Schools social media page via Instagram, Facebook, the REMIND app and sent home in multiple ways to inform parents of events.
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Challenges	Parents rarely attend meetings involving academic preparation; transportation is limited for some parents; jobs and schedule conflicts; communication through technology is limited for some students/parents with phone numbers changing often and many do not have computers at home. Parent participation in surveys is also challenging.
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through a consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	All consortium LEAs will now collaborate and coordinate supports for migratory children with the GaDOE - Region 2 Office staff. WCS has not had any Migrant students to report since the 2015-2016 school year. WCS has not had any Migrant students "flagged" on the Occupational Survey which is completed at the time of registration for school. When migrant students enter, teachers use benchmark assessments to assess students strengths and weaknesses and plan instruction/resources based on their individual needs. Once identified, the WCS point of contact will reach out to the GaDOE for next steps.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

Challenges	WCS does not have any challenges in this area at this time. WCS does not have any migrant students.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	Webster County Schools does not have any Neglected and Delinquent Children.
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Challenges	WCS does not have any challenges at this time, as we do not have any Neglected and Delinquent students.
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Title II, Part A - Supporting Effective Instruction

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

Strengths	Webster County School District has very limited teacher turn-over. If we have teachers leave, it is usually due to retiring or relocation. Professional Learning for teachers, staff and leaders planned to meet identified needs of the district. New Teacher Mentors Vertical, Horizontal and Data Team Meetings
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Challenges	Location of the school district and limited businesses/industry for jobs for family members as well as limited housing. With modification of school year calendar to 148 student days (longer days), teachers are limited for professional learning which occurs during school time. Middle and High school teachers (content area) do not have peers teaching the same subject/grade.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Language Instruction for English Learners and Immigrant Students

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

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

Strengths	Small school system with all grades, Pre-K through 12, in one building allowing teachers, staff and administrators to develop relationships with families. Students have the same teachers for three years in a row at middle school level and for four years in high school for content areas.
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Challenges	Lack of Spanish speaking teachers When student enters District not speaking English ~ which is very rare.
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	Webster County Schools collaborates with teachers, business and community leaders, Faith Based Organizations and our local Family Connections to provide services/resources, when needed.
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Challenges	Resources and funding; lack of housing available; lack of jobs
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Title IV, Part A - Student Support and Academic Enrichment

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

Strengths	Developed a Fine Arts program - High School Chorus Continued use of raised gardens for students to plant and harvest in grades K - 12 Developed Beyond the Core Classes Visual Arts and Dance Classes for grades K-8 More hands-on with STEM
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title IV, Part A - Student Support and Academic Enrichment

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

	Providing a Computer Science class for students in grades 3 - 8
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Challenges	Funding resources for the continuation of the raised garden beds Funding resources for Fine Arts programs (chorus) Engaging hands on experiences/curriculum for STEM, Computer Science classes and Science labs Exposure to real world experiences (field trips, plays, musicals related to content area classes) due to rural location Engaging resources for Beyond the Core Classes Dance and Visual Arts classes
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Title I,Part A - Equitable Access to Effective Educators

Strengths	Although WCS is Strategic Waiver, 98% of our teachers are certified and infield. The one teacher currently out of field has experience teaching the subject and will be taking the GACE this summer. All teachers participate in an on-going program of professional development. Educator turn-over is practically non existent.
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Challenges	Staying current on professional development and needs due to insurmountable and frequent changes in state regulations, requirements and curriculum shifts Lack of substitute teachers makes it difficult for teachers to attend off site Professional Learning sessions
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Title V, Part B - Rural Education

Strengths	Parent Engagement programs monthly and quarterly Counselor provides student focused lessons on Drug Awareness, Bullying and establishes Behavior plans when needed
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Title V, Part B - Rural Education

Challenges	Parent involvement is low Rural and economically disadvantaged County
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 and 3.2 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.2.

Overarching Need # 1

Overarching Need	Improve CCRPI
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Trending data shows improvement in some areas and decreases in others. We are working hard towards a consistent increase in improvement in this area.
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Overarching Need # 2

Overarching Need	Improve student achievement in math and literacy
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Data shows improvement in some areas and decreases in others. We are working hard towards a consistent increase in improvement in this area.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis - Optional

Select the top 2-4 overarching needs from 3.3. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need. Use the letter codes below to identify which programs relate to each root cause (ex: "ABCF").;A. IDEA - Special Education;B. School and District Effectiveness;C. Title I, Part A - Improving the Academic Achievement of the Disadvantaged;D. Title I, Part A - Foster Care Program;E. Title I, Part A - Parent Engagement Program;F. Title I, Part C - Education of Migratory Children;G. Title I, Part D - Programs for Neglected or Delinquent Children;H. Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other;I. School Leaders;J. Title III - Language Instruction for English Learners and Immigrant Students;K. Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Overarching Need - Improve CCRPI

Root Cause # 1

Root Causes to be Addressed	Lack of rigor across all content areas
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	During the 2024-2025 school term, all K-12 math teachers participated in ongoing PLCs on the new Ga Math Standards. Teachers learned how to use the plans which requires teachers to 'let go' of the old way of teaching and allow the students to learn through active participation. This method of teaching will increase rigor in the Math classroom. During the 2025-2026 term, teachers participated in Math PLCs as well as PLCs for our ELA/Reading teachers on the new Ga. ELA standards. For the 2026-2027 school term WCS administrators made some changes in hopes to see growth in our 4th and 5th grade Math scores by placing a different teacher in this position.
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Root Cause # 2

Root Causes to be Addressed	Accurate data collection and in-depth data analysis
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Establish procedures that ensure proficient tiered, differentiated, research based instruction, standards based instruction, technology
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Measure effectiveness of support mechanisms; monitoring use of technology platforms with fidelity, teacher mentoring
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Others : Title IV-A : Student support and Academic Enrichment

Root Cause # 4

Additional Responses	
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Overarching Need - Improve student achievement in math and literacy

Root Cause # 1

Root Causes to be Addressed	Differentiating instruction to meet the needs of all students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Teachers effectively using data to improve instruction
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Instructional strategies and assessments are not aligned to the rigor that students experience on state assessments
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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District Improvement Plan 2026 - 2027



Webster County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

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

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
☐	Free/Reduced meal application
☒	Community Eligibility Program (CEP) - Direct Certification ONLY
☐	Other (if selected, please describe below)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve CCRPI
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Accurate data collection and in-depth data analysis
Root Cause # 2	Establish procedures that ensure proficient tiered, differentiated, research based instruction, standards based instruction, technology
Root Cause # 3	Lack of rigor across all content areas
Root Cause # 4	Measure effectiveness of support mechanisms; monitoring use of technology platforms with fidelity, teacher mentoring
Goal	To increase the CCRPI rating; Increase Milestones scores in grades 3-8 in all areas Improve student mastery of grade level skills and content in English Language Arts and Literacy at all levels in all areas Provide specific remediation and interventions for at risk students in all grades These goals will be met by following the steps below: During the 2024-2025 school term, WCS teachers participated in several PLCs. Our self-contained K-3 teachers completed the GaDOE required Georgia Literacy courses as mandated by Georgia Literacy and Dyslexia Act: SB 48 and HB 538. They also completed Year 2 of the Growing Readers project under the guidance of our RESA ELA Specialist. All Math teachers of grades K - 12 participated in ongoing PLCs throughout the year with our RESA Math Specialists. Teachers learned how to maneuver within the Inspire platform and how to utilize the new Math Ga Standards and learning plans. Some teachers found it difficult to 'let go' and utilize the plans as intended. However, by doing so, students are gaining more hands-on experience and higher order thinking tasks add more rigor to the lessons. WCS continued to partner with RESA for Math trainings during the 2025-2026 school year. All K-12 ELA teachers participated in ELA trainings off campus via RESA, as well as PLCs held on-site via our local RESA Specialist. Georgia's new ELA standards will be implemented in the 2025-2026 school year and WCS continued to partner with our local RESA for continued PLCs, with our first session scheduled for Pre-planning. All students in grades 3 - 8 participate in DRC BEACON's online interim assessment which illuminates student's ELA and Math learning needs and measures progress throughout the year. It allows grade 3–8 educators to target instruction and make informed decisions. This platform provides predictions of students' performance on the Milestones assessment. WCS administers the

Equity Gap

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

Goal	BEACON assessment three times throughout the year: BOY (September): this gives teachers an initial view of where students are academically. * test range: 160 -332/ELA indicates Support Needed* Teachers target instruction to assist in moving students forward within the 'Near Target' testing range. MOY(January):. * test range: 333-493/ELA indicates Near Target* It is our goal to have 100% of students score 'Near Target' during this test date. Teachers use this data to guide instruction to reach the goal of having at least 80% of their class reach the 'Prepared' target by April. EOY (April): It is our goal to have at least 80% of students score within the 'Prepared' range before Milestones testing . *test range: 494-800/ELA indicates Prepared* Note: Students who receive a BEACON scale score between 475-525 have a
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Goal	projected Milestones score as a Developing Learner. Any score over 525 is projected as Proficient. WCS will renew the subscription with mClass DIBELS for grades Kindergarten through 8th grade. This is a set of procedures and measures for assessing the acquisition of literacy skills which is also assessed three times per year. This platform is also listed on the State Approved list of Reading screeners and Dyslexia screeners. Teachers use the Progress Monitoring portion to assist students in need of specific interventions. All students have access to Reading and or Close Reading via Amplify. This adaptive instructional technology is based on each students' individual DIBELS assessment, therefore providing remediation and/or enrichment as needed. Along with Amplify Reading, WC students also use iXL. Students complete iXL ELA diagnostics assessments at the beginning of the year and work on their individualized recommendations throughout the year. Classroom teachers are asked to have students work within the various platforms at least 20 minutes per day in order to provide remediation and enrichment in Math, ELA and Reading. Teachers are allowed to establish SMART Goals for their individual classes, as well as more personalized goals based on individual students' needs.
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Action Step # 1

Action Step	Professional Learning Communities for new ELA standards and continued PLCs for Math. These PLCs also examine differentiated instruction to address student needs and support those who are struggling. Student intervention programs which include IXL grades 3 - 12 (reading and math). Reading Eggs, Math Seeds in grades K-2. Dibels and Amplify Reading interventions for grades K - 8, Freckle (K -12th Math and Reading) to be utilized during classes. Title 1-A funds are used to fund a reduced class size teacher, as well as supply resources needed for students. Beyond the Core classes will be incorporated to enhance the well rounded education of the students. New Science labs will increase hands on activities as well as incorporate STEM activities. These trainings, interventions, activities, and resources will support academic growth which will increase CCRPI ratings. WCS also utilizes SRSA funds via the RLIS program to assist in purchasing resources needed to support academic growth. These interventions are promising to support interventions, activities, and resources.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES evaluations and observations, frequent monitoring of lesson plans and tech platform usage, daily walkthroughs, data analysis

Action Step # 1

Method for Monitoring Effectiveness	In order to effectively monitor the implementation and effectiveness of student intervention programs, WCS will establish goals that are specific, Measurable, Achievable, Realistic and Time-Bound. These SMART goals will be monitored pulling time-bound individual student data reports for each programs used (based on grade level).
Position/Role Responsible	administrators and teachers
Evidence Based Indicator	Promising

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Georgia Southwestern State University, Columbus State University, Albany State College, RESA, and Georgia Department of Education, South Ga. Technical College, 4-H, Fickle Fowl Farms and Calhoun Farms
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Action Step # 2

Action Step	Monitor for quality instruction to see evidence of increased rigor, quality lessons, and assessments
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership

Action Step # 2

Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	GaLEADS, data reports
Method for Monitoring Effectiveness	This includes monitoring of Individual Student data reports and portfolios, Data Teams meeting notes, and assessments
Position/Role Responsible	Literacy Coach (K-3 ELA) Curriculum Director (Math/ELA)
Evidence Based Indicator	Promising

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA
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Action Step # 3

Action Step # 3

Action Step	Provide well rounded educational opportunities for all students, to include virtual field trips, speakers, in-person field trips related to content area learning, field trips to plays, musicals, and museums. Provide resources for students to continue working in the raised garden beds and STEM/STEAM activities including participating with Jimmy Carter's Boyhood Farm and National Park services program: Maslow Before They Can Bloom project.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans, GaLEADS, Cognia eleot 2.0, walk- throughs
Method for Monitoring Effectiveness	assessments, observations, student data reports and portfolios, Data Team meeting notes
Position/Role Responsible	teachers, administrators
Evidence Based Indicator	Promising

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Columbus State University Theatre Department, Museum of Aviation, Space and Science Center, Calhoun Produce, Springer Opera House, Georgia Southwestern State University, and South Georgia Technical College, Webster County 4-H, Webster County Paramedic Program, Family Connections and Webster County Collaborative Gardens, Jimmy Carter National Historical Park, Jimmy Carter's Boyhood Farm
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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)?	Columbus State University Theatre Department, Museum of Aviation, Space and Science Center, Calhoun Produce, Springer Opera House, Georgia Southwestern State University, and South Georgia Technical College, Webster County 4-H, Webster County Paramedic Program, Family Connections and Webster County Collaborative Gardens, Jimmy Carter National Historical Park, Jimmy Carter's Boyhood Farm
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Action Step # 4

Action Step	Recruitment and retention of teachers, administrators, and other school leaders for career advancement by funding GACE to support career advancement focusing on multiple career paths, teachers expanding content areas and service areas, and leadership opportunities, and by providing retention and recruitment incentives.
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	GaLEADS, Cognia's elect 2.0, LKES, and Walkthroughs
Method for Monitoring Effectiveness	data collection of assessments
Position/Role Responsible	administrators
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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Action Step # 4

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

Action Step	Webster County Schools began implementation of the Georgia Multi-Tiered System of Supports (GaMTSS) during the 2024–2025 school year. Prior to this implementation, Positive Behavioral Interventions and Supports (PBIS) was implemented during the 2023–2024 school year and continues to be utilized as part of the district's overall support system. The GaMTSS framework, which includes PBIS as a foundational component, was implemented in grades K–5 beginning in the 2024–2025 school year. The district plans to expand GaMTSS implementation to grades K–12 during the 2026–2027 school year. GaMTSS and PBIS support Webster County Schools' efforts to foster a positive school climate and a supportive learning environment that promotes engagement and academic achievement for all students. The GaMTSS district team will continue to participate in ongoing professional development opportunities and will provide redelivery of training and guidance to faculty, staff, and stakeholders as appropriate to support consistent and effective implementation.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A
Subgroups	N/A Economically Disadvantaged Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Monitoring will be done by the GaMTSS/PBIS Coordinator and team
Method for Monitoring Effectiveness	GaMTSS/PBIS are monitored by the use of district fidelity tools, team fidelity tools, and walkthroughs
Position/Role Responsible	A team consisting of the GaMTSS/PBIS coordinator, administrators, and grade-level team leaders will be responsible for implementation and monitoring.
Evidence Based Indicator	Strong

Action Step # 5

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GaDOE Climate, GaMTSS/PBIS Team, RESA School Climate Specialists
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement in math and literacy
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Differentiating instruction to meet the needs of all students
Root Cause # 2	Instructional strategies and assessments are not aligned to the rigor that students experience on state assessments
Root Cause # 3	Teachers effectively using data to improve instruction
Goal	To increase student achievement in Math and ELA / Reading in grades K through 12th. Move 25% of students scoring Beginning and Developing to Proficient or Distinguished on EOG and EOC Milestones. Provide specific remediation and interventions for at risk students WCS will strive to meet these goals by implementing the following: WCS will maintain 2 self-contained classrooms for our Kindergarten through 3rd grade students. Having smaller class sizes allows teachers to easily identify and provide prompt and specific remediation and interventions for at risk students. In order to be in compliance with HB 538 and SB 48, all K-3 ELA teachers completed the Georgia Literacy courses (Cox Campus) via GaLearns Hub by April 2025. Our K-3 teachers that participated with the Growing Readers project in 2023-2024 also completed Year 2 of the project. Strategies and techniques learned during this time will continue to be implemented in the classrooms. During the 2024-2025 school year, WCS teachers and administrators also participated in Professional Learning via AchieveIT Educational Services under the guidance of Ms. Venola Mason. Under her guidance, Webster implemented the goal of increasing Milestones EOG and EOC scores by each teacher identifying 25% of their students and working with them to help them earn proficient or distinguished on the mandated assessment. This process showed good results and will continue to be implemented during the 2026-2027 school term. All students in grades 3 - 8 participate in DRC BEACON's online interim assessment which illuminates student's ELA and Math learning needs and measures progress throughout the year. It allows grade 3-8 educators to target instruction and make informed decisions. This platform provides predictions of students' performance on the Milestones assessment. WCS administers the BEACON assessment three times throughout the year: BOY (September): this gives teachers an initial view of where students are academically. *MATH test range: 160 -332 indicates Support Needed* Teachers target instruction to assist in moving students forward within the 'Near Target' testing range.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
Content Area(s)	Mathematics
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-7 Provide equitable access to student support programs and interventions

Goal	MOY(January):. *MATH test range: 322-472 indicates Near Target* It is our goal to have 100% of students score 'Near Target' during this test date. Teachers use this data to guide instruction to reach the goal of having at least 80% of their class reach the 'Prepared' target by April. EOY (April): It is our goal to have at least 80% of students score within the 'Prepared' range before Milestones testing . *MATH test range:473-800 indicates Prepared* Note: Students who receive a BEACON scale score between 475-525 has a projected Milestones score as a Developing Learner. Any score over 525 is projected as Proficient. In order to assist in improving skills and content in Math, WCS will continue to partner with our local RESA and participate in PLCs for the new ELA and Math standards. Teachers will be required to use Amplify Boost reading platform (Dibels) and Freckle (STAR : reading and math). These K-12 adaptive instructional technology platforms correlate with each students' individual STAR and DIBELS assessment, therefore providing remediation and/or enrichment as needed. Data usage will be monitored for fidelity.
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Goal	WCS also uses IXL for grades 3rd through 12th. Students complete IXL Math diagnostics assessments at the beginning of the year and work on their individualized recommendations throughout the year. Classroom teachers are required to have students work within these platforms at least 20 minutes per day in order to provide remediation and enrichment in Math. Students in grades Kindergarten through 2nd work within the MathSeeds/Reading Eggs platform. Teachers are encouraged to establish SMART Goals for their individual classes, as well as more personalized goals based on individual students' needs.
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Action Step # 1

Action Step	Technology to support classroom instruction, intervention, and remediation. These instructional technology programs include, IXL, mClass Dibels, Amplify Boost Reading, Freckle, BEACON, STAR Reading, STAR Math, Reading Eggs, Math Seeds, and Progress Learning. These platforms may be accessed daily during classes.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	data from IXL, BEACON, STAR Reading, STAR Math, mClass Dibels, Reading Eggs, Math Seeds, Amplify and Freckle
Method for Monitoring Effectiveness	In order to effectively monitor the implementation and effectiveness of these instructional technology programs, WCS will establish goals that are Specific, Measurable, Achievable, Realistic and Time-Bound. These SMART goals will be monitored by pulling time-bound individual student data reports for the programs used (based on grade level). This information will be used to guide further instruction. Weekly monitoring of data usage of technology platforms, reports and summaries as well as BOY, MOY and EOY assessments
Position/Role Responsible	admin - teachers
Evidence Based Indicator	Moderate

Action Step # 1

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

Action Step	Progress monitor to gauge student progress using formal and informal assessments
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Monitor classroom data usage of remediation/enrichment technology platforms, student data sheets and portfolios, tutoring logs
Method for Monitoring Effectiveness	progress monitor forms
Position/Role Responsible	Admin and Data Team
Evidence Based Indicator	Promising

Action Step # 2

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

Action Step	Continue Professional Development for Math and ELA with a focus on interventions and remediation.
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Data analysis, GaLEADS
Method for Monitoring Effectiveness	weekly progress data
Position/Role Responsible	Admin Curriculum Director Literacy coach (k -3 ELA)
Evidence Based Indicator	Promising

Action Step # 3

Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, DOE SLDS, Houghton Mifflin Harcourt, GaDOE Inspire for new Math and ELA standards and learning plans
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4. REQUIRED QUESTIONS

4.1 Coordination of Activities, Serving Children

Required Questions

Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	Webster County Schools has an annual In-Put Meeting, Federal Programs Meeting, sends home information regarding access to stakeholder surveys, invites parents to attend parent involvement meetings (calendar of events sent home), and through website and newspaper articles solicits input in the form of suggestions, revisions, comments, and concerns. All stakeholders are invited through multiple modes to attend meetings and to complete surveys. Our website, newsletters, Remind App and other communications list administration, teacher, Federal Programs Director and counselor contact information. The teachers of the Webster County System fill out surveys as to the professional development they feel is needed the most. The leadership team analyzes the survey and data from evaluations and assessments and makes decisions on professional development needed. On occasion, professional development activities funded by Title II-A are held after post-planning and/or before pre-planning. Ongoing PLCs are held during pre-planning and throughout the school year with RESA and DOE personnel as well as book studies and other PD events. . The professional development revolves around the improvement plan statement improving CCRPI scores. The school has planned professional development to include data analysis and differentiated instruction and uses Title IV-A to purchase resources to help students and teachers use differentiated instruction in the classroom. Title 1-A funds are used to fund a reduced class size teacher, as well as supply resources needed for students.
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Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by: 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	The District monitors assignment of teachers to ensure that groups of students are not assigned to inexperienced, ineffective teachers whenever possible. Teacher certifications and qualifications are monitored by the Federal Programs Director and information is shared with the Principal. Reports analyzed includes teacher experience, (TKES) GaLEADS data, Professional Learning Documentation, PQ status, class size/rosters, and survey data. The Federal Programs Director provides Principal equity information from the GaPSC and meets with administrators to discuss these variables and their impact on students.
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Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools).	The district leadership team (superintendent, principal, director of curriculum & instruction, federal programs director, special education director, technology director, media specialist, school counselor, team leaders and assistant principals), conducts its annual needs assessment in the late winter or early spring by gathering data from the following sources: Georgia Professional Standards Commission, PQ and Equity Reports, Stakeholder Surveys, School Improvement Plans, Student Achievement Data, and CCRPI Reports. The data from the PSC website is reviewed annually to determine retention and recruitment needs. The system will continuously monitor, through data collection and analyses, that disadvantaged and minority students are not being taught at higher rates than other students by inexperienced or out of field teachers. Data is continuously monitored throughout the year through vertical, horizontal, data team and faculty meetings. Since Webster County School System has one school per level of instruction, students' assignments will be monitored within the schools to ensure that student demographics are as equal as possible. Teachers and staff offer suggestions at the end of each year for placement in classes for the next year. Professional Learning must be of high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom. The Webster County LEA will connect all Title II, Part A funded activities to a review of evidence based research. "High quality professional development" will include activities "that advance teacher understanding of effective instructional strategies that are based on evidence." The Webster County LEA will base professional learning on the identified "gaps" as provided by the GaDOE which are evidence based instructional strategies. It must address one or more of the annual LEA prioritized needs. Finally, professional learning must focus on increasing the ability of the teaching staff to help all students achieve high academic standards, or the school administrative staff to lead their schools' efforts to increase student academic achievement. Title II-A funding provides WCS the opportunity to provide support for professional growth to our Principal, Assistant Principal, Superintendent, School Counselor and other building leaders as they participate with various Professional Learning workshops and Consortiums via our local RESA and other entities within GaDOE.
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4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

Professional Qualifications

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 certification? [ESSA Sec. 1112(c)(1)(B)(ii)]

✓	Yes
	No (no further action)

If the LEA waives certification, specify the waiver option below:

✓	The LEA waives certifications for all teachers allowable by law. (no further action)
	Other (If other, describe the minimum qualifications required for employment of teachers for whom certification is waived.)

State and Federally Identified Schools

Describe the actions the district will implement to support federally identified schools (CSI/TSI/ATSI). Include a statement explaining how the district will prioritize and allocate funds to support federally identified schools. If the LEA has no federally identified schools, enter "N/A".	Currently there are no identified schools (CSI or TSI) in the Webster County School District. During the collaborative CNA and DIP process, coordination of all funding sources maximizes the comprehensive school improvement efforts. Results from surveys, data analysis meetings, and needs assessments provide data for the leadership team to make decisions regarding professional learning activities and the determination of appropriate funding sources based upon program state requirements. In the future, if schools are identified by the state as needing support, district coordinators will collaborate with state representatives in order to maximize funding to support improvement initiatives.
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CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand	Webster County School District supports programs that coordinate and integrate academic and career technical education content including Career Days, Military Recruitment Fairs, and College Fairs. Webster County collaborates with local colleges through Dual Enrollment Programs. The number of students participating in Dual enrollment opportunities continues to increase. Our Assistant Principal and counselor work with students through advising activities to discuss business skills and needs. The district Curriculum Director coordinates
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CTAE Coordination

occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	with CTAE teachers and academic teachers to design and implement integrated lessons by providing professional development and other resources. The CTAE advisory committee and the CTAE director work with CTAE students and teachers to coordinate employability skills and mock interviews. The Assistant Principal and all high school teachers work in collaboration with students to implement the senior capstone project. The Webster County High School currently offers the Business and Technology, as well as Agricultural Pathways such as Agricultural Leadership in Forestry. The school counselor coordinates and works in collaboration with teachers to implement various lessons during study skills classes for grades PreK - 12.
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	Webster County Schools is a one school building district with Webster County Elementary/Middle and Webster County High housed in the same building. The superintendent, principal, one administrator, the SpEd / PreK Director and one counselor work with all students within the District. Pre-K, Kindergarten through 5th grade, and 6th through 12th grade levels have separate handbooks. Each school follows student "due process" procedures. Students are rewarded through non-Federal funded incentives for positive behavior on a regular basis for academics, attendance, leadership, and citizenship. Parent/teacher contact is a requirement for our District. Digital contact logs are kept by each teacher and routinely monitored by their GaLEADS evaluator. Conferences, meetings, phone calls, notes, and emails are methods of communication used by teachers and administrators.
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4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Educational Program - Optional

Required Questions

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	Webster County Schools is a one school campus with both the Elementary/Middle and High School housed in the same building. Our middle school students are already experiencing the day to day operations and experiences/expectations of the high schools. Webster County High School's Dual Enrollment Program is growing in numbers each year. We work and collaborate with local colleges and military recruiters. Being rural and located an hour from both Columbus and Albany makes transportation an issue for some students. Students take on-line classes while others attend classes on the college campus and . Career planning occurs through classes and through advisement activities. College Fairs and Career Days offer opportunities for our students to find our information about interests and skills required by the job market. All students have exposure and an equal opportunity to participate regardless of whether they are migrant, disabled/handicapped, immigrant children, at risk students, neglected and delinquent youth (N&D), or youth at risk of dropping out. All programs will supplement each other, reducing unnecessary duplication, through on -going communication, collaboration efforts and coordination of programs. All programs shall fit into the regular program in such a manner as to support, extend, remediate and / or enrich the educational experience of our students. WCS is committed to moving students forward.
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Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.	Webster County Head Start students are served through the Head Start Program in Marion County. Prior to the pandemic, the Head Start Program brought upcoming Kindergarten students to our campus in an effort to help them transition to our building as Pre-K students. Bright from the Start supports our Pre-Kindergarten program through finance and guidelines. WCS's Elementary Assistant Principal, Deidre Sterling meets annually with our local Tri-County Head Start/Early Head Start staff to stay abreast of any updates, including scheduling tours for Webster county Head Start students that will be transitioning onto our campus. Our on-site Pre-K students are located on the same hall as our other primary students and experience similar experiences and get
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Preschool Transition Plans

	to know the teachers as they see them daily. Our primary level teachers have team meetings weekly to plan for instruction and activities to support our primary students.
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Title I, Part A - Targeted Assisted Schools Description

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

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.	Webster County Elementary/Middle School and Webster County High School are both Title 1 schools and both implement standards based educational practices using the Ga Standards of Excellence. GaMTSS instructional practices include evidence based instructional strategies for Reading and Math via: Beacon, mClass DIBELS, STAR reading and STAR math, STAR Early Literacy. These assessments allow teachers and administrators the ability to monitor quality instruction based on student growth. Teachers will continue to receive PL as needed. Funding source Title I, Part A for Overarching Need #1, Action Step#2 Supplemental evidence based instructional platforms being used include: IXL (reading/math), Reading Eggs, Math Seeds, Freckle (K-12 math) and Progress Learning (science/Social Studies). Amplify and Freckle platforms provide evidence based instructional strategies in Reading in grades K-8. Math Seeds (K-3 Math) and- IXL (3-12 Reading and Math) are used for intervention, remediation, and for acceleration as well as in the Special Education classrooms. Progress Learning is used for benchmark, intervention, and assessment in the areas of Social Studies and Science in grades 4-8 and for all Sciences and Social Studies in grades 9-12. IXL is a program used for remediation, intervention, and diagnostics for Reading and Math in grades 3-12. All platforms provide teachers with online access to Professional Learning on various aspects of each individual platform. WCS also utilizes EIP classes and after school tutoring to provide additional support. Title 1-A funds are used to fund a Third Grade reduced class size teacher, as well as supply resources needed for students. Overarching Need #1 Action Step #1
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Title I, Part A – Educational Programs

	The parent engagement calendar includes events to include parents in the programs we use to showcase the progress the students are making. The calendar also includes events to help educators inform and instruct parents on how to help their students academically, such as training on how to navigate the Parent Portal within the Student Information System, Infinite Campus. Student logins and program information is provided to parents for all of the platforms mentioned above. All the programs used are intended to enhance, remediate, and intervene for students. These programs have shown promising results over the last year. Currently the county does not have programs for children in local N&D (neglected and delinquent) centers, nor are there any identified homeless children. Should the situation change, these entities would be served as all other eligible participants.
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Consortium and Direct-Funded LEAs describe:How to support the records transfer process for students moving in and out of the school (including academic and health records), andHow they collect and how they use the occupational survey during new student registration and back-to-school registration for all returning students, and how it 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 (consortium LEAs describe how they coordinate with the MEP Consortium):Who in the LEA accesses MSIX when migratory children and youth enroll and depart?How the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.	Webster County Schools will promote interstate and intrastate coordination of services and educational continuity. At the beginning of each school the Occupational Survey is part of the registration packet for new enrollees as well our returning students. The MEP contact will review the districts' Occupational Surveys as they are returned with enrollment packets to check for potential eligible students. The MEP contact will keep weekly contact with the registrar for new enrollees as the year progresses, to ensure potential students are identified. The MEP will also ensure the Occupational Survey is included in all registration packets and the survey is the most current version. If a migrant student is identified, Webster County will contact the GaDOE - Region 2 Coordinator, Marisela Trejo for next steps. No one within WCS has access to MSIX, therefore, we will rely on the GaDOE Region 2 Coordinator, Marisela Trejo to provide necessary information and the protocol to be followed. WCS also provide the names of these students to our counselor. The counselor, administration and the Federal Programs Director reach out to families to assess their needs.
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Title I, Part C – Migrant Supplemental Support Services

1. Consortium LEAs describe:ul 2. How academic and non-academic services are coordinated for all participants (P3–P5, K–12, OSY) with the MEP 3. Direct-funded LEAs describe:ul 4. How the needs of preschool children (P3–P5) and families are identified and how services are implemented and evaluated during the regular school year and summer 5. How the academic and non-academic needs of Out-of-School Youth (OSY) and Drop-Outs are identified, how the OSY Profile Form is used to support the	If a migrant student is identified in Webster County, the first step is to contact the GaDOE Region 2 Coordinator, Marisela Trejo. In the meantime, WCS's counselor and an administrator will meet with the parents to assess the needs of the student(s) through a visit with the family. Depending on the needs, WCS will contact Faith Based groups, our local Family Connections, charitable groups and our teachers for assistance with home needs such as clothing, food and other household items. If a migrant child needs additional educational services beyond the regular services offered, we provided services which may include but are not limited to preschool services, remediation, EL services, tutoring, or any service the student may need. The district migrant coordinator will communicate regularly with Ms. Marisela Trejo to ensure migrant students' academic needs and resources are met.
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Title I, Part C – Migrant Supplemental Support Services

identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer	
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: Description of your district's procedures Specific professional learning activities Plan to monitor implementation with fidelity	IDEA Performance Goal 1: Students are actively included as members of the Individualized Education Program (IEP) Team and participate alongside the special education teacher, general education teacher, and parent/guardian. Additional team members, including related service providers and school psychologists, participate in meetings as needed. Students are prepared for transition planning through the completion of the YouScience assessment and transition surveys. The special education teacher uses the results of these surveys and assessments to develop an individualized transition plan within each student's Individualized Education Program (IEP). Each student's transition plan includes measurable goals that are monitored and reviewed on a nine-week basis. Initiatives designed to support graduation and post-secondary success include collaboration with the Georgia Vocational Rehabilitation Agency (GVRA) and professional learning opportunities for special education teachers focused on transition planning within the IEP process. The high school special education teacher will implement student-led IEP meetings for all high school students with disabilities. With parent/guardian permission, training and support will be provided to improve post-secondary outcomes through the utilization of GVRA services. The special education teacher will collaborate with GVRA to facilitate transition services for eligible students. Parents/guardians are provided updates regarding their student's IEP progress every nine weeks and participate in the annual IEP review process. During annual reviews, all components of the IEP are reviewed, including present levels of academic achievement and functional performance, academic progress, grades, annual goals, transition plans, supports, and services. Teachers maintain parent/guardian contact logs to document communication and to demonstrate ongoing family engagement. Parents/guardians of students with disabilities are actively involved in monitoring student progress through meetings, phone calls, and other forms of communication as needed. Parents/guardians are informed of student assignments, behavior, and other relevant information related to their child's educational program. Webster County Schools will increase instructional effectiveness through the implementation of specially designed instruction aligned to the individual needs of students with disabilities. Technology will be utilized to support academic achievement through online intervention programs and other instructional supports. When barriers are identified, action plans will be developed to address specific needs, and the Special Education Director will provide technical assistance and support as needed. Throughout the school year, collaborative meetings will be conducted
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IDEA Performance Goals:

	to review student progress and performance, as well as to discuss potential adjustments related to graduation requirements and the transition process. Professional development opportunities will be attended by special education teachers and/or the Special Education Director. Redelivery of professional learning will occur upon return to the district, as appropriate. The Special Education Director will monitor the implementation of practices with fidelity through classroom observations, walkthroughs, and monthly team meetings. Ongoing monitoring and support of special education staff will also be provided by the Special Education Director. Webster County Schools is committed to maintaining an equitable learning environment for all students, regardless of ethnicity, socioeconomic status, or disability. Additional information regarding school programs and services is available on the Webster County Schools website at Websterbobcats.org.
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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	IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities Webster County Schools are responsible for identifying, locating, and evaluating all children and youth with disabilities, ages birth through 21, who reside within the school district and may require special education and related services. Child Find activities include early intervention services for children from birth to age three through Babies Can't Wait (BCW). Webster County Schools implements its Child Find responsibilities by posting Child Find information on the district website (WebsterBobcats.org), providing Child Find information to medical providers and community partners within Webster County, Georgia, publishing notices in local media, sharing information with Head Start programs, and accepting referrals from parents or other individuals who suspect that a preschool-aged child (ages 2.5–5) may have a disability. The Webster County Board of Education maintains a Memorandum of Understanding with the Southwest Georgia Community Action Council, Inc. Head Start Program in Buena Vista to support the identification and transition of eligible children. Webster County Schools ensures that children transitioning from Babies Can't Wait are considered for eligibility and services in accordance with IDEA and Georgia Department of Education timelines and requirements. Eligible children who require special education services will have an Individualized Education Program (IEP) developed and implemented by their third birthday. For children transitioning from BCW, transition planning begins prior to the child's third birthday. With parent consent, evaluations are conducted within required timelines to determine eligibility and educational needs. During transition meetings, families
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IDEA Performance Goals:

	are provided information regarding the continuum of special education services, procedural safeguards, parent rights, and the transition process. Evaluations are scheduled at a time convenient for the family and may include assessments conducted by related service providers such as speech-language pathologists, occupational therapists, and physical therapists when appropriate. Eligibility and IEP meetings are coordinated to ensure timely determination of services and supports prior to the child's third birthday when applicable. Services are provided based on the individual needs of each child. Preschool children identified as eligible for special education services may receive services in a variety of placement settings determined by the IEP Team, including but not limited to: regular early childhood settings, Head Start programs, Georgia Pre-K classrooms, separate early childhood special education settings, day schools, residential facilities, and home-based services. Placement decisions are made by the IEP Team in accordance with the Least Restrictive Environment (LRE) requirements and the individual needs of the child. The Special Education Director collaborates with school counselors and community agencies regarding children participating in Babies Can't Wait and Head Start programs throughout the school year. Webster County special education staff remain informed of current preschool special education requirements and practices through regional meetings, webinars, professional learning opportunities, and ongoing communication from the Special Education Director. Technical assistance is provided to staff as needed. The Special Education Director monitors Child Find, evaluation, eligibility, placement, and service delivery processes for students with disabilities and students suspected of having disabilities. Webster County Schools' Pre-Kindergarten students participate in the Multi-Tiered System of Supports (MTSS) process. Speech and language screenings may be conducted for students suspected of having articulation or language difficulties. Screening results are used to determine whether additional interventions, supports, or referrals for further evaluation should be considered. The speech-language pathologist collaborates with parents and teachers to gather information and implement appropriate interventions and supports. When data indicate that a disability may be suspected, a referral for a comprehensive evaluation may be initiated with parent consent. Comprehensive evaluations are conducted by qualified personnel and may include assessments by the school psychologist and other specialists as appropriate. The school psychologist and special education case manager coordinate eligibility determination meetings and IEP meetings for students referred for comprehensive evaluations. Webster County Schools provides a full continuum of special education and related services designed to meet the unique needs of students with disabilities in the Least Restrictive Environment. Services may be provided by special education teachers, speech-language pathologists, occupational therapists, physical therapists, and other qualified personnel as determined by the IEP Team. Technical assistance regarding IEP development, Least Restrictive Environment, Child Find, evaluation procedures, and related
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IDEA Performance Goals:

	topics is provided as needed. The Special Education Director monitors special education programs through classroom observations, walk-throughs, program reviews, and ongoing evaluations. Teachers are monitored to ensure implementation fidelity through observations, walk-throughs, data reviews, lesson plan reviews, and monthly team meetings. Parents are provided meaningful opportunities to participate in the educational process through parent-teacher conferences, monthly family engagement activities, IEP meetings, and other collaborative opportunities. Webster County Schools values parent involvement and encourages ongoing communication to support positive outcomes for students with disabilities.
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Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities Webster County Schools is committed to educating students with disabilities in the Least Restrictive Environment (LRE) to the maximum extent appropriate, while providing the supports and services necessary for students to make progress in the general education curriculum and toward their Individualized Education Program (IEP) goals. Placement decisions are made by the IEP Team based on each student's individual needs and are reviewed annually or more frequently as needed. Teachers receive ongoing training regarding IEP development, eligibility procedures, special education compliance requirements, and implementation of services through the Special Education Director, the Statewide Longitudinal Data System (SLDS), and professional learning opportunities. Updates and guidance are provided following meetings, webinars, conferences, and other professional development activities. To promote compliance and procedural fidelity, teachers conduct peer reviews of IEPs and eligibility documentation using established due process checklists to ensure that all required components are completed accurately. To ensure the provision of a Free Appropriate Public Education (FAPE), special education staff are trained on the continuum of special education service delivery options and consider all appropriate service models during the IEP development process. The continuum of services is reviewed during IEP Team meetings and may include consultative services, collaborative services, co-teaching, supportive instruction, small-group instruction, home instruction, hospital/homebound services, separate school placements, residential placements, and other services as determined appropriate by the IEP Team. Placement decisions are based on individual student needs and are made in accordance with IDEA and Georgia Department of Education requirements. At the beginning of each school year, the
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IDEA Performance Goals:

	special education team collaborates to develop schedules and caseload assignments to ensure that all students receive the special education and related services identified in their IEPs. Special education teachers provide each student's support page to general education teachers and other staff responsible for implementing accommodations, modifications, supports, and services. In the event of a schedule change or change in instructional personnel, the special education teacher ensures that updated information is shared with all appropriate staff. Teachers also develop an "IEP at a Glance" document to provide a concise summary of the student's disability, goals, accommodations, modifications, and supports while maintaining student confidentiality. Each special education teacher is provided with the Webster County Schools Special Education Procedures Manual, which outlines district procedures, state requirements, and federal regulations. Parents are encouraged to participate meaningfully in the IEP process and are provided opportunities to attend meetings in person, virtually, or through other mutually agreed-upon methods when appropriate. Special education teachers are provided opportunities to participate in professional learning through Chattahoochee-Flint RESA, Georgia Learning Resources System (GLRS), and other approved training providers. Designated special education teachers receive MindSet training focused on de-escalation strategies, behavior support practices, and crisis intervention procedures, including restraint procedures consistent with state guidelines. Designated staff members are trained to redeliver this training to faculty and staff as needed. These efforts support the implementation of positive behavioral interventions and supports and are intended to reduce the removal of students with disabilities from instructional settings due to behavioral concerns. Student progress toward IEP goals is monitored on an ongoing basis, with data reviewed regularly to inform instructional decisions. Formal progress reports are completed and provided to parents every nine weeks, consistent with district reporting schedules. Progress monitoring data is used by IEP Teams to determine the effectiveness of services, supports, accommodations, and instructional strategies. The Special Education Director monitors the GoIEP dashboard to ensure that required documentation, timelines, and compliance indicators are completed accurately and within established timelines. Guidance and directives regarding IEP development, progress reporting, FTE data collection, compliance requirements, and other special education procedures are communicated regularly to staff. Technical assistance and support are provided by the Special Education Director as needed to ensure compliance with federal, state, and district requirements.
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IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance	IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations The Webster County Schools Special Education Director participates in and provides redelivery of professional development and technical assistance offered through the Georgia Department of Education (GaDOE). This includes participation in conferences, official email communications, monthly regional meetings, and director webinars. Redelivery of relevant information occurs during monthly special education team meetings and other scheduled professional learning opportunities as needed. The Special Education Director regularly monitors compliance and implements adjustments to procedures when necessary to support adherence to IDEA and Georgia Department of Education requirements. Webster County Schools utilizes the GoIEP system to support compliance monitoring and documentation of required special education processes. The Special Education Director reviews GoIEP data on a weekly basis and utilizes due process checklists to review student files on a monthly basis to ensure completeness, accuracy, and compliance with required timelines. When areas of noncompliance are identified, corrective actions are implemented promptly in accordance with state and federal requirements. IEPs are also subject to peer and director review using the district due process checklist, and revisions are made as needed to ensure compliance and accuracy. The Webster County Schools Special Education Procedures Manual is reviewed annually and updated as necessary to reflect changes in federal, state, and local requirements. Professional learning is provided to special education teachers to support the development of compliant Individualized Education Programs (IEPs), accurate eligibility determinations, and timely submission of required data and documentation. Special education teachers maintain documentation of all professional development hours completed throughout the school year and submit verification as part of the end-of-year compliance and accountability process. Teachers participate in ongoing monthly progress monitoring to document student performance on IEP goals, inform instructional decision-making, and support consideration of changes in services, supports, or placement when appropriate based on student data and IEP Team decisions. Special education teachers receive ongoing guidance and technical assistance from the Special Education Director regarding compliant IEP development, eligibility procedures, and data reporting requirements. Teachers are also provided opportunities to complete additional Statewide Longitudinal Data System (SLDS) training and other targeted professional learning when additional support is needed.
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

If transferring 100% of Title IV, Part A, INSERT the following statement in the REQUIRED QUESTIONS: “100% transfer of Title IV, Part A funds.”

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)

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	* Webster County Schools will continue to enhance learning in all content areas including Beyond the Core classes and the Fine Arts program to give the students a more well rounded education and more hands on experiences as identified in Overarching need 1 and in action step 3. The elementary and middle schools will continue with their dance and visual arts classes and teachers will have available resources to teach these Beyond the Core classes in order to enhance the curriculum in these classes. These classes are intended to boost our CCRPI scores as well as give the students well rounded educational opportunities. These identified resources are listed in Overarching need 1 and Action steps #1 and #3 and are promising to the academic success of our students. WCS will continue to enhance the opportunities and education experiences by offering Chorus. Resources in this area will enhance the learning of the students' well rounded education. It also involves getting the community and families involved in the activities of the students. These educational experiences are listed in Overarching Need 1 and Action Step #3. WCS will continue to incorporate more hands on activities and STEM/STEAM activities, supply resources for Science and Computer Science classes and provide opportunities and resources for the students to continue to work in the raised gardens. Including, participating in Jimmy Carter's Boyhood Farm/ National Park services: Maslow Before They Can Bloom project. The objective is to give the students more experiences in these areas of learning. In an effort to attend to the SEL needs of our students, WCS will continue to work in partnership with Middle Flint's APEX program and Cartwheel Mental Health. These activities and programs will help improve academic success which are mentioned in our Overarching Need 1 and Action Step #3. WCS will plan for students to attend plays, musicals, museums, and field trips, and invite speakers on site; all related to their content areas of study which will increase well rounded educational opportunities for our students. These activities are intended to give the students more exposure to real world experiences. Overarching Need #1 and Action step #3. The intended outcomes for these resources will be to give these students a well-rounded education and to experience opportunities they might not experience otherwise as well as to remediate, intervene and challenge students in areas needed. The outcomes of these activities and programs are intended to address student support, student
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Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

	interventions, increased rigor, quality lessons and support academic growth. Resource materials for these Beyond the Core classes and STEM/STEAM activities within the classrooms and our new state-of-the-art Science labs are funded by Title IV-A. All of these are promising to increase our CCRPI scores, to increase test scores and increase the academic success of our students. Professional Learning is funded via Title II-A.
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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	WCS will continue the district-wide application of PBIS to assist in our efforts to provide a supportive environment conducive to learning. This multi-tiered framework aids in establishing a social culture and the behavioral supports needed to improve social, emotional, behavioral and academic outcomes for all students. The PBIS team will continue to participate in Professional Learning and training provided by RESA as needed. The team will redeliver PD to faculty and staff. Funding sources for this program will be provided by Title IV-A and Title I-A. Overarching Need #1 Action Step #5.
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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	WCS will continue to provide and participate in Professional Learning opportunities for faculty and staff. During the 2026-2027 term, WCS will continue to work with our local RESA by participating in various Professional Learning opportunities in order to increase content knowledge, awareness and skills to help our educators create opportunities for enhanced student achievement. All faculty and staff will also take part in Professional Learning in areas based on their identified individual needs. WCS will continue to use the various webinars and trainings that are available through SLDS in the GaLearns Hub. K-3 completed Year 2 of the Growing Readers project via RESA during the 2024-2025 school term. All K-3 teachers also completed the Georgia Literacy courses (Cox Campus) via GaLearns Hub in order to meet the requirements of HB 538 and SB 48 by April 2025. The strategies learned through both Growing Readers and the Ga Literacy courses continue to be implemented. These activities and resources will be monitored via GaLEADS evaluators, RESA Specialists, WCS Curriculum director, our new Literacy coach, lesson plans, assessments and data collection on a monthly basis.
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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	WCS will offer a computer science class for our 3rd - 8th grade and High School students. Technology is used in various classes as an expansion of academic courses as well as integrated within STEM/STEAM activities with funding provided by Title IV-A. Overarching need #1 Action step #1
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	Webster County Schools has quarterly In-put meetings and Federal Programs meetings. The school has a planned community meeting in October and in April each year to hear input for the plan. Stakeholders are encouraged to participate in digital surveys and are invited to attend parent involvement meetings (calendar of events sent home at the beginning of the year with all planned activities), and through websites, the Remind App and newspaper articles soliciting input in the form of suggestions, revisions, comments, and concerns. The Data Team has monthly meetings to analyze data and use the data for input into the plan. There are quarterly meetings held for parents to talk with teachers which leads to input for the plan. Weekly team meetings are held with the teachers and leadership team to discuss how the plan is working, review new data, and discuss strategies that work and those strategies that do not work which leads to input to the plan. These meetings help to monitor progress, and improve the plan as the school year progresses.
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