GaDOE
Georgia Department of Education

District Improvement Plan
2024 - 2025

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 proficent 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 computer labs, 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: In 2023-2024 WCS implemented Houghton Mifflin Harcourt: Into Reading, a GaDOE approved Science of Reading Curriculum for all students in grades Kindergarten through 8th grade. WCS teachers provide EIP and/or Remediation ELA and Math classes for all eligible students in grades K-12. WCS will continue to work to improve Milestones scores in all areas in grades 3-5 by committing to the following: Creating 2 self-contained classrooms for our Kindergarten through Third grade students. Having smaller class sizes allows teachers to easily identify and provide prompt and specific remediation and interventions for at risk students. K-3 teachers will continue working with CF-RESA and the Growing Readers project. In response to HB 538 and SB 48, WCS educators of students in grades K-3 will begin the Georgia Literacy Academy courses in partnership with Cox Campus, to complete the online PD modules via GaLearns Hub by July 2025. 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

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	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 projected Milestones score as a Developing Learner. Any score over 525 is projected as Proficient.

Goal	In order to assist in improving skills and content in ELA, 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.

Action Step # 1

Action Step	Professional Learning of 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) 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. Science classes will increase hands on activities as well as incorporate STEM activities, as two new Science labs are being renovated. These interventions, activities, and resources will support academic growth which will increase CCRPI ratings. 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, 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

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	TKES, 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	admin
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

Action Step # 3

Action Step	Provide well rounded educational opportunities for all students, to include virtual field trips, speakers, field trips related to content area learning, field trips to plays and 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.

Action Step # 3

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, TKES, 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

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	TKES, Cognia's eleot 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

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, Georgia Southwestern State University, Columbus State University

Action Step # 5

Action Step	The 2023-2024 school year WCS implemented the district-wide roll-out of the Positive Behavioral Interventions and Support program (PBIS). This program continues to enhance our efforts towards building a supportive environment conducive to learning; therefore, increasing our goal of having a more positive school climate with greater academic achievement for all students.. Two staff members will continue Professional Development for PBIS training and redeliver to faculty, staff and stakeholders.
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 PBIS Team as designed by program guidelines.
Method for Monitoring Effectiveness	PBIS information and data as required by the program. The district will continue to use the PBIS School-Wide Information System (SWIS) in order to ensure sustainability.
Position/Role Responsible	4 Staff members will spearhead the program; with 1 serving as District Coordinator / School Coach
Evidence Based Indicator	Strong

Timeline for Implementation   Yearly

Does this action step support the selected equity intervention?   Yes

Action Step # 5

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, PBIS Team, RESA School Climate Specialists

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 by aligning curriculum in grades Kindergarten through 12th. Increase the percentage of proficient and higher learners by a minimum of 3% while decreasing the number of beginning learners by a minimum of 3% as measured by EOG and EOC test results Provide specific remediation and interventions for at risk students WCS will strive to meet these goals by implementing the following: In 2023-2024 WCS implemented an aligned Math Curriculum for all students in grades Kindergarten through 12th grade. Effective 2024-2025, WCS will have 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 will work towards completing the Georgia Literacy cources (Cox Campus) via GaLearns Hub by July 2025. Our K-3 teachers that participated with the Growing Readers project in 2023-2024 will continue to work with our local CF RESA during the 2024-2025 school year to complete the project. 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. 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.

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	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 use Freckle as part of remediation. This K-12 adaptive instructional technology is based on each students' individual STAR assessment, therefore providing remediation and/or enrichment as needed. 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 asked 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 platform. Teachers are allowed to establish SMART Goals for their individual classes, as well as more

Goal	personalized goals based on individual students' needs.

Action Step # 1

Action Step	Technology to support classroom instruction, intervention, and remediation. These instructional technology programs include, IXL, mClass Dibels, Amplify Boost Reading, 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
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 Reports and summaries as well as BOY, MOY and EOY assessments
Position/Role Responsible	admin - teachers
Evidence Based Indicator	Moderate

Timeline for Implementation	Weekly

Action Step # 1

Does this action step support the selected equity intervention?	Yes

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

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 progress sheets, 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

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, SLDS

Action Step # 3

Action Step	Provide Professional Development for math. Professional development for 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, TKES
Method for Monitoring Effectiveness	weekly progress data
Position/Role Responsible	Admin
Evidence Based Indicator	Promising

Action Step # 3

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 DOE SLDS Houghton Mifflin Harcourt

4. REQUIRED QUESTIONS

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

Required Questions

Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	Webster County Schools has an annual In-Put Meeting, Federal Programs Meeting, sends home 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 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. These professional development activities funded by Title II-A are held after post-planning and/or before pre-planning, during pre-planning and throughout the school year with RESA and DOE personnel as well as book studies and other resources. . 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 usesTitle IV-A to purchaseresources 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.

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. At this time Webster County has no out-of-field teachers, as WCS is a No Waivers school. Teacher experience is monitored by the Federal Programs Director and information is shared with the Superintendent. Reports analyzed includes teacher experience, TKES summaries, Professional Learning Documentation, PQ status, class size/rosters, and survey data. The Federal Programs Director provides Superintendent equity information from the GaPSC and meets with administrators to discuss these variables and their impact on students.

Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:	The district leadership team (superintendent, principal, director of curriculum & instruction, federal programs director, special education director, technology director, media specialist, team leaders and assistant principal), 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.

PQ – Intent to Waive Certification

PQ – Intent to Waive Certification

For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification? [ESSA Sec. 1112(e)(1)(B)(ii)]	No

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived: 1. for all teachers (except Special Education service areas in alignment with the student's IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). [All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]	N/A

PQ – Minimum Qualification

If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]	N/A

State and Federally Identified Schools

State and Federally Identified Schools

Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.	Currently there are no identified schools (CSI or TSI) in the Webster County School System. 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.

CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; andwork-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	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 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, Computer Programming,as well as an Agricultural Pathways. The school counselor coordinates and works in collaboration with teachers to implement career lessons during study skills classes for grades 1-8.

Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

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, three administrators and one counselor work with all students within the District. Pre-K through 2nd, 3rd through 8th and 9th 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. Contact logs are kept by each teacher and checked monthly by Administration when lesson plans are checked. Conferences, meetings, phone calls, notes, and emails are methods of communication used by teachers and administrators.

4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; andincreased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	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 as well as attend classes on the college campus and time is allowed at school for students to use our computer labs and media center when needed. 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.

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. Unfortunately, the Head Start program has not had a return visit since. Hopefully, visitations will resume in 2024-2025. Bright from the Start supports our Pre-Kindergarten program through finance and guidelines. Our Pre-K students are located on the same hall as our other primary students and experience similar experiences and get to know the teachers as they see them daily. Our primary level teachers have team

Preschool Transition Plans

	meetings weekly to plan for instruction and activities to support our primary students.

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

Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following: Title I schoolwide schools;Targeted Assistance Schools; andschools for children living in local institutions for neglected or delinquent children.	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. MTSS instructional practices include evidence based instructional strategies for Reading and Math via: 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, Reading Eggs 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 First Grade reduced class size teacher, as well as supply resources needed for students. Overarching Need #1 Action Step #1 The parent engagement calendar includes events to include parents in

Title I, Part A – Instructional Programs

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<td>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, PowerSchool. 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.</td>
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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 LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed.Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.	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 MEP Specialist, Lidia Guajardo of the Migrant Education Consortium at ABAC for assistance if services are needed by the student or family. No one within WCS accesses MSIX. Ms. Guajardo prefers to update MSIX as needed. If the student moves out of the district the MEP will also contact The Migrant Education Consortium at ABAC. We 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.

Title I, Part C – Migrant Supplemental Support Services

1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC). 2. Direct-funded LEAs describe:ul 3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer. 4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the	If a migrant student is identified in Webster County, the first step is to contact Lidia Guajardo of the Migrant Education Consortium at ABAC. If needed, the 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, we contact Faith Based groups, 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 MEP Specialist, Lidia Guajardo of the Migrant Consortium at ABAC to ensure migrant students' academic needs and resources are met.

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.	

4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity	IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities Goal 1 Students are included and actively participate as a member of the IEP team which includes the special education teacher, regular education teacher, and parent. Other members can attend such as other service providers or school psychologists when needed. Students prepare for transition by completing transition surveys based on interests. The special education teacher uses these surveys to develop a transition plan within the student's Individualized Education Plan (IEP). The student's transition plan consists of goals which are monitored for progress every 9 weeks. Initiatives implemented to address graduation are working with the Georgia Vocational Rehab Agency (GVRA) and professional learning opportunities for special education teachers on the transition plan portion of the IEP. The high school special education teacher will be trained and implement a student-led IEP meeting with 6 students with disabilities. To improve outcomes for students with disabilities, training will be provided for post-high school students' success utilizing GLRS resources and GVRA services. The special education teacher will work with GVRA monthly to facilitate transition services. Parents are updated on students' IEP progress every nine weeks and participate in the IEP annual review each year. Student's IEP goal data, academic progress, grades, and performance are reviewed annually. Teachers keep a parent contact log to provide evidence of contacts. Parents of students with disabilities are engaged in student progress through meetings and phone calls made monthly or more if needed. Parents are made aware of student assignments, behavior, and any information concerning their student. Webster County Schools will increase instructional effectiveness with research-based and individualized instruction for students with disabilities. Technology will be used to increase academic success through online intervention programs. A plan of action will be developed as barriers arise and the special education director and lead special education teacher are available for technical assistance. Throughout the school year, there will be collaborative meetings to discuss progress and student performance to discuss possible changes and solutions as it relates to graduation and the transition process. Professional development will be attended by special education teachers and/or the special education director. Redilivery will take place upon return as needed. The special education director will monitor to make sure teachers are implementing what was learned with fidelity through classroom observations, walk-throughs, and team meetings. Special education staff are monitored by the special education director.

IDEA Performance Goals:

	The Webster County school environment is equitable for all students regardless of ethnicity, socioeconomic status, or disability. Any additional information from the school will be provided on Webster County Schools Website. Websterbobcats.org Any additional information from the school will be provided on Webster County Schools' website. (www.websterbobcats.org)

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:LEA proceduresServices that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings	IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities The Georgia Department of Education and the Webster County school system must identify, locate, and evaluate all students with disabilities aged 0-21 residing within the school district that require special education and related services. Child Find includes early intervention services from birth to age 3 and are serviced through Babies Can't Wait (BCW). Webster County schools ensure the child find process is implemented by placing referral information on the school website at websterbobcats.org, providing referral packets to all providers within Webster County, GA, advertising in the local newspaper, providing referral packets to Head Start, and accepting referrals from any parent of a preschool age (2.5-5 years) student who has reason to suspect that their child has a disability. Head Start of Beuna Vista services Webster County Children. Webster County maintains placement of eligible children before age 3 and have an IEP implemented by their third birthday. Children transitioning from BCW must be identified and evaluated within the 60-day timeline for initial evaluation and the child must have a transition IEP by age 3. Additional meetings may be held as necessary to further assist families. During the transition meeting, the continuum of services, parent rights, and transition process are explained. A developmental evaluation is scheduled with the permission and at the convenience of the parent. As part of the evaluation, service providers such as speech/language pathologists, physical therapists, or occupational therapists may complete evaluations to determine the need for services. The school psychologist organized the eligibility determination and IEP meeting when necessary and must occur before the child's 3rd birthday. Services are provided based on individual student needs. Identified preschool children suspected of having a disability may receive services in a variety of placement options, as determined by the IEP team and participation of other agencies, such as, but not limited to: (a) regular early childhood setting; head start program; Georgia Pre-k (b) separate early childhood special education setting © day school (d) residential facility or (f) home. The special education director communicates with the counselor about students attending BCW and Head Start at the beginning and end of the year. Professional learning for preschool-age children is completed in monthly regional meetings where preschool updates are

IDEA Performance Goals:

	discussed. Any staff that requires technical assistance will receive it through the special education director or lead special education teacher. The special education director monitors the process of all students with disabilities or suspected of having a disability. Webster County Schools Pre-Kindergarten students participate in the Response to Intervention process. Screenings and evaluations are provided for any home school who is suspected of having a disability. Universal screenings are completed in pre-kindergarten classrooms each year and the speech-language pathologist provides interventions and services when students are unsuccessful in the screening. The speech-language pathologist works with parents and teachers to gain information and provide individual interventions to serve the student. If a student is unsuccessful with the speech and language interventions, further evaluation will be requested. Students who are identified as having difficulties in other developmental areas are given a comprehensive psychological evaluation along with a speech and language evaluation. Students who are identified as only having speech and language concerns with no other developmental concerns will be evaluated by the speech-language pathologist. The school psychologist along with the special education case manager coordinated the eligibility and IEP meetings for students who are given a comprehensive psychological evaluation. The speech-language pathologist will coordinate the eligibility and IEP meetings for students who are only evaluated for speech and language concerns. Webster County Schools provides a full continuum of special education services through a variety of placement settings based on the least restrictive environment for the individual needs of the student. Individual assistance is provided by a speech-language pathologist, occupational therapist, physical therapist, and special education teacher as needed. Technical assistance is provided as needed on IEP development, least restrictive environment, Child Find, etc. Students are minored by the special education director in the form of walk-throughs and evaluations. Teachers are monitored to ensure fidelity through observations, walk-throughs, data reports, lesson plans, and monthly team meetings. Parents are provided opportunities to participate through open houses which occur three times per school year, monthly family engagement nights, parent conferences, and IEP meetings.

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities Webster County schools will educate students with disabilities to the maximum extent possible in their least restrictive environment with appropriate support. Teachers are provided training on IEP and eligibility procedures and compliance through the special education director, lead special education teacher, SLDS, and updates provided by the special education director following meetings and conferences. Teachers peer review all IEP and eligibility documentation using the due process checklist to ensure all required components are included. To ensure FAPE is being provided, teachers are educated on all service models and ensure that all options are considered on the IEP as well as making sure students are in their least restrictive environment. The continuum of service options are considered at each IEP meeting which includes: collaborative, consultative, co-teaching, home instruction, hospital/homebound (intermittent), hospital/homebound (short-term), residential, separate school, small group, and supportive instruction. The special education team meets at the beginning of each school year to work out schedules and caseloads to ensure that each student is provided their services. At the beginning of the school year, special education teachers provide the student support page of the IEP to the student support page to ensure all staff that work with that student are aware of their accommodations and modifications. In the event of a schedule change, the special education teacher will ensure that the student support page is provided. Teachers also create an "IEP at a glance" form for teachers so that they get a snapshot of the student's disability, IEP goals, and accommodations/modifications. Each special education teacher is provided the Webster County Schools special education manual for all procedures and guidelines. Parents are encouraged to participate in meetings in person if at all possible. Special education teachers are provided opportunities to attend training provided by Chattahoochee Flint RESA and GLRS. Designated special education teachers are provided with Mindset training to assist with behavior management in the form of de-escalation and restraint. The designated special education teachers are trained as a trainers so that they can redeliver the training to faculty and staff. This will improve our efforts to reduce the amount of students with disabilities removed from the classroom for behavior. IEP goals are monitored monthly and IEP progress reports are completed every 9 weeks. The special education director monitors the Go IEP dashboard to ensure all paperwork is completed on time and correctly to ensure compliance. The special education director sends out directives for IEP completion, progress report completion, FTE data collection, etc. Technical assistance for compliance is provided by the special education director when needed.

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

Webster County Schools special education director will attend and redeliver professional development training and technical assistance provided by the GaDOE. This includes participation in conferences, email blasts, monthly regional meetings, and director webinars. Redelivery will occur during special education team meetings monthly. The special education director will monitor compliance regularly and adjust procedures as needed. Webster County Schools participates in GoIEP in efforts to meet compliance requirements. The special education director monitors compliance through GoIEP weekly and the due process checklist in each student's file monthly. Noncompliance is corrected immediately. IEPs are peer-reviewed using the due process checklist and corrections are made when necessary. The special education manual will be reviewed annually and adjusted and updated as needed. Professional learning for writing compliant IEPs and submitting timely and accurate data will continue to be provided to special education teachers. Teachers log all professional development hours throughout the year and submit them as part of the end-of-the-year checklist. Special education teachers complete monthly progress monitoring which provides evidence of progress and evidence in the event changes of placement are considered. Special education teachers are provided guidance from the special education director on writing compliant IEPs and eligibilites as well as the opportunity to complete an SLDS training when further professional development is needed. |
|---|---|

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

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

| A. Well-Rounded Activities (WR)—InstructionProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome | * 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.
The Chorus and Art classes will continue to enhance the opportunities and education experiences for these courses and resources will be available. These courses and resources 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 will 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, while also attending to their Social Emotional Learning needs. 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 interventions, increased rigor, quality lessons and support academic growth. Resource materials for these Beyond the Core classes and |

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

	STEM/STEAM activities 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.

B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable 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.

C. Effective Use of Technology (ET)-Professional LearningProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	WCS will continue to provide and participate in Professional Learning opportunities for faculty and staff. ELA teachers will work with our local RESA by participating in upcoming ELA Cohorts regarding the implementation of the new state standards, as well as continuing Math PLs. 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 who participated in the Growing Readers project via RESA during the 2023-2024 school year, will complete the project during the 2024-2025 school term. The ELA team leader will redeliver to any newly hired K-3 teachers. All K-3 teachers will begin the Georgia Literacy cources (Cox Campus) via GaLearns Hub in order to meet the requirements of HB 538 and SB 48 by July 2025. These activities and resources will be monitored through TKES observations, RESA Specialists, WCS Curriculum director, lesson plans, assessments and data collection on a monthly basis.

D. Effective Use of Technology 15% (ET15)-InfrastructureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	WCS offers a computer science class for our 8th grade 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

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. The school sends home paper stakeholders surveys and links to digital surveys, invites parents to attend parent involvement meetings (calendar of events sent home at the beginning of the year with all planned activities), and through websites 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.

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

Equity Gap 1Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	Webster County chose Student Achievement identify subgroups, grade level span, and content areas as our equity gap. We will focus on increasing student achievement in all content areas, increasing individual Lexile Scores for students, decreasing the number of days absent by teacher and students, increasing career awareness, and creating positive school and classroom climate. This focus allows us to concentrate on the education of each student in all aspects of the learning environment. Professional Learning will continue to focus on differentiation, technology integration, school/ classroom climate, data to inform instruction, improvement in all content areas, instructional strategies, rigor, activities to engage, assessments and higher order thinking skills. The plan was somewhat effective, however we are not where we want to be, The school will continue to improve content areas of concern and will adjust as needed. • Intervention Effective – Adjust Activities/Strategies: 2023-2024 WCS will continue incentives /programs for our Accelerated Reader program in hopes to increase Lexile scores and classroom/school climate. A team of teachers and the Media Specialist will lead this effort. Rewards and activities will be awarded based on scheduled 'due dates' established by the committee. WCS plans to get parents comfortable with being more involved with their students education. At the beginning of the 2023-2024 school year, WCS plans to teach parents how to access the SIS: PowerSchool portal in order to stay abreast of their students' grades and attendance. This will assist our efforts in having an increase in student achievement in all grade levels and all content areas as well as decrease absences and tardies of high school students. In order to increase the academic achievement of all students, WCS will implement our district- wide rollout of PBIS in order to assist in our Goal to improve school climate and to provide a supportive environment conducive to learning.

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	The plan for increasing Student Achievement has been somewhat effective by adding a remediation classes for Reading and Math in grades 3 - 8. The school will continue to work on attendance of students and teachers. The Professional learning in differentiation has been effective and we will continue with PD in this area as well as technology integration, data to inform instruction, improvement in all content areas, instructional strategies, rigor, activities to engage,

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

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<td>assessments and higher order thinking skills.
● Intervention Effective – Adjust Activities/Strategies

On May 26, 2022* The U.S. Department of Education has approved the accountability addendum request to make one-year modifications to CCRPI to account for data limitations resulting from the pandemic. However Webster County Schools has continued to collect and analyze data from 2021-2022 and 2022-2023 Milestones scores, STAR Reading and Math, Beacon as well as analyze diagnostics from our IXL, Reading Eggs, and Math Seeds programs.

WCS is providing new aligned curriculum for our students, along with the coinciding Professional Development for our teachers in Kindergarten - 8th grade Reading and ELA. New, aligned curriculum will also be provided for Math students in grades Kindergarten through 12th grade. The teachers of these courses will attend in-person PL and have access to ongoing Professional Development for their new curriculums.
Implementation of the new curricula will be monitored for effectiveness throughout the 2023-2024 school term. The effectiveness of alignment of the various new curriculum is promising.</td>
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<td>Equity Gap 2Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies</td>
<td>● Intervention Effective – Adjust Activities/Strategies: 2023-2024

The plan was somewhat effective, however we are not where we want to be in the equity gap due to learning loss enhanced by pandemic. The school will continue to improve these areas by ensuring the implementation of researched based Tier 2 / Tier 3 interventions for Reading and Math at all grade levels. Webster County Schools will also implement remediation classes for our 4th - 8th Math students as well as our 6-8 Reading students.
WCS will re-establish the full day self-contained concept for our 3rd grade students for 2023-2024. As we saw a great increase in Milestones results in Reading and Math!
All WCS teachers will continue to participate in various PD through the GaLearns Hub in the SLDS portal.
WCS Math teachers participated in Deep Dive Math collaboratives with our local Chatt-Flint RESA during the 2021-2022 school term. These teachers continued to participate with RESA's Math Cohort during 2022-2023 as the GaDOE updated the new Math Standards. All K - 12 Math Teachers will also attend a full day of in-person PL on the new aligned curriculum. This PL will be provided by Houghton Mifflin Harcourt during Pre-planning. Teachers will be notified and requested to attend of any additional Professional development as it is made available.
WCS Math Data Team held quarterly meetings to review student achievement. Data sources and interventions used include: iXL and Beacon diagnostics/assessment. Although the results were somewhat</td>
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Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

	effective, we will continue to use these resources. During the 2023-2024 school term, WCS will continue remediation classes in the schedule for our 4th -8th grade Math students. K-3 teachers will participate with our local RESA for Growing Readers. We will continue to monitor this equity gap make additional adjustments in any areas as they are identified throughout the year.

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	WCS is very proud of the GMAS growth made by our Third grade teachers and their students. We will continue to work towards making gains across the board. Webster County Schools has continued to collect and analyze data from Milestones, STAR Reading and Math, Beacon as well as analyze diagnostics from our IXL, Reading Eggs, and Math Seeds programs. The school will continue with professional learning in ELA, differentiated instruction, technology integration, and data to inform instruction. The LEA's equity action plan was effective to some extent, but we will continue to address some needs due to learning loss caused by the pandemic.

4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

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

Title I, Part A	N/A

Title II, Part A	N/A

Title III, Part A	N/A

Title IV, Part A	N/A

Title IV, Part B	N/A

Title I, Part C	N/A

IDEA 611 and 619	N/A

Comprehensive Needs Assessment
2024 - 2025 District Report

Webster County

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Dr. Dorothy Ingram
Multiple Program(s)	Federal Programs Director	Deidre Sterling
Multiple Program(s)	Curriculum Director	Deidre Sterling
Multiple Program(s)	School Leader (#1)	Dr. Dorothy Ingram
Multiple Program(s)	School Leader (#2)	James McCullough
Multiple Program(s)	Teacher Representative (#1)	Katha Scott
Multiple Program(s)	Teacher Representative (#2)	Pamela Alridge
McKinney-Vento Homeless	Homeless Liaison	Deidre Sterling
Neglected and Delinquent	N&D Coordinator	Deidre Sterling
Rural	REAP Coordinator	Deidre Sterling
Special Education	Special Education Director	Sydney Barfield
Title I, Part A	Title I, Part A Director	Deidre Sterling
Title I, Part A	Family Engagement Coordinator	Anna Blankenship
Title I, Part A - Foster Care	Foster Care Point of Contact	Deidre Sterling
Title II, Part A	Title II, Part A Coordinator	Deidre Sterling
Title III	Title III Director	NA
Title IV, Part A	Title IV, Part A Director	Deidre Sterling
Title I, Part C	Migrant Coordinator	Deidre Sterling

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	NA
Multiple Program(s)	Testing Director	Deidre Sterling
Multiple Program(s)	Finance Director	Lesley Hill
Multiple Program(s)	Other Federal Programs Coordinators	Deidre Sterling
Multiple Program(s)	CTAE Coordinator	James McCullough

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Student Support Personnel	NA
Multiple Program(s)	Principal Representatives	NA
Multiple Program(s)	High School Counselor / Academic Counselor	Anna Blankenship
Multiple Program(s)	Early Childhood or Head Start Coordinator	LaKishia Evans
Multiple Program(s)	Teacher Representatives	Lou Wright, Katha Scott, Pamela Alridge, Sundai Tanner
Multiple Program(s)	ESOL Teacher	Jamie McCullough, Tamekka Garrett
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	NA
Multiple Program(s)	ESOL Coordinator	
21st CCLC	21st CCLC Program Director	NA
21st CCLC	21st CCLC Site Coordinator or Data Specialist	NA
Migrant	Preschool Teacher	NA
Special Education	Student Success Coach (SSIP)	Georgia Vocational Rehab Agency (GVRA)
Title II, Part A	Human Resources Director	Pamela Green
Title II, Part A	Principal Supervisors	NA
Title II, Part A	Professional Learning Coordinators	NA
Title II, Part A	Bilingual Parent Liaisons	NA
Title II, Part A	Professional Organizations	NA
Title II, Part A	Civil Rights Organizations	NA
Title II, Part A	Board of Education Members	Linda Rogers, Mary Hinman, Landon Matthews, Donald Brown, Jimmie Johnson
Title II, Part A	Local Elected/Government Officials	NA
Title II, Part A	The General Public	NA
Title III	Refugee Support Service Staff	NA
Title III	Community Adult ESOL Providers	NA
Title III	Representatives from Businesses Employing Non-English Speakers	Interfor ~ Angela Love
Title IV, Part A	Media Specialists/Librarians	Maggie Moore
Title IV, Part A	Technology Experts	Leslie Hill
Title IV, Part A	Faith-Based Community Leaders	Jimmie Johnson

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	NA
Multiple Program(s)	Private School Officials	NA
Migrant	Out-of-School Youth and/or Drop-outs	NA
Title I, Part A	Parent Representatives of Title I Students	Lorna Wilburn, James McCullough
Title I, Part A - Foster Care	Local DFCS Contacts	Laurie Sheffield
Title II, Part A	Principals	Dr. Dorothy Ingram
Title II, Part A	Teachers	Katha Scott, Lou Ward
Title II, Part A	Paraprofessionals	Jessie Knight, Shawn Muff, Ginger Brown, Ann Brown
Title II, Part A	Specialized Instructional Support Personnel	Deidre Sterling
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	RESA
Title III, Part A	Parents of English Learners	Guadalupe Magna

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Missy Roland
Multiple Program(s)	Technical, College, or University Personnel	Beth Brooks, Luke Ellis
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	K, Scott, K. Ulrey, Leticia Dent, LaToya Ross
21st CCLC	21st CCLC Advisory Council Members	NA
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	NA

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Migrant PAC Members	NA
Migrant	Local Farmer, Grower, or Employer	NA
Migrant	Family Connection Representatives	Elaine Nealy, Diane Wills
Migrant	Local Migrant Workers or Migrant Community Leaders	NA
Migrant	Farm Worker Health Personnel	NA
Migrant	Food Bank Representatives	NA
Migrant	Boys and Girls Club Representatives	NA
Migrant	Local Health Department Representatives	Haley Dobbs
Migrant	ABAC MEP Consortium Staff	Lidia Guajardo
Migrant	Migrant High School Equivalence Program / GED Representatives	South Georgia Tech
Migrant	College Assistance Migrant Programs	NA
Neglected and Delinquent	Residential Facility(ies) Director(s)	NA
Special Education	Parents of a Student with Disabilities	LeTicia Dent
Special Education	Parent Mentors	NA
Title II, Part A	School Council Members	K, Scott, K. Ulrey, Jamie McCullough, C. Williams, L. Dent, D. Ingram

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, Katha Scott, Paige Balish, Dorothy Ingram, Maggie Moore, Lesley Hill 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.

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

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	1.75
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.	1.75
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.	1.75
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

2.1 Coherent Instructional System

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.	2.29
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.	2.29
4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.29
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.	2.29
6. Assessment Uses:The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.25
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.	2.42
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	1.75
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.	1.75
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.	1.75

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.	1.75
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, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism:The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.58
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	1.75
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, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge:The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.5
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.	2.58
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.42
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	1.75
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, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.42
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

2.4 Family and Community Engagement

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	1.75
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.	1.75
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.	1.75
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.	1.75
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, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge:The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.5
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.	2.29
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.	2.29
4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.29
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.	2.29
6. Assessment Uses:The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.25
7. Positive Learning Environment:The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.58
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.	2.42
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.	2.58
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.42
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	The Webster County School system used data collected from the Georgia Student Health Survey 2.0, Cognia Surveys, Title 1 surveys, CCRPI, and TKES data.

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?")	Cognia Family Surveys: Early Learning Parents:(16 responses)Overall Score: 4.65 This survey indicates stakeholders feel WCS faculty and staff know and perform their work well, have high expectations for learning, use various types of information and provide appropriate resources to help children learn, set aside time to build relationships with children, care about their well-being help children believe in themselves. Our parents of Early Learning students (PreK - 5th grade), feel the school is respectful, safe and welcoming. Parents value their relationships with the school and feel their interactions are valuable, trusing and genuine. Middle/HS Parents:(10 responses)Overall Score: 4.09 Stakeholders feel welcomed and are treated with respect. Parents know their children are safe and feel the WCS faculty and staff care about their student's well-being. Their students are provided resources needed for learing. Although parents feel the school is safe, welcolming and respectful; 40% feel as though the school has become complacent. Some felt cautious and desire a more personable and collaborative role with educators. Cognia Educator Surveyresults findings were: Early Learning Educator Survey:(10 responses)Overall Score: 4.60 WCS Educators think of everyone's safety when making decisions. They set aside time to build relationships with students, provide an instructional environment where all learners thrive and they know and perform their jobs well while providing opportunities for learners that align to their academic needs. WCS educators make stakeholders feel welcomed and respected. They feel as though they have a valuable, trusting, collaborative relationship with their colleagues. Using Cognia's Effective Learning Environments Observation Tool (eleot 2.0) has effectively highlighted areas for improvement such as educators moving away from lecturing and students completing too many worksheets. Educator Survey:(10 responses) Whereas 100% surveyed find the WCS culture welcoming and safe,

only 50% find the culture of the intstitution inspiring. 60% of educators feel as though WCS upholds high expectations for learning and 50% set aside time to build relationships with learners. Our educators have a positive, supportive collaborative relationship with their colleagues and 70% feel that this year's Professional Learning sessions increased their knowledge and skills.

Positives:

Students feel safe and building is clean.

Students feel successful, respected and welcomed at school.

Graduation from school is important to the students.

Very few fights occur.

School building is safe and well maintained.

Parents feel welcome and a part of their children's education.

Parents at the elementary level feel that communication is better than high school level parents.

Teachers treat students fairly.

Students like school.

Parents feel they are well informed of all activities and concerns at school.

Concerns:

Some parents want to be able to go directly to classrooms without scheduling appointments or going through the office first.

Some parents state that activities conflict with job and work schedules (time and date). Parents admit to not attending parent involvement activities.

Parents need training programs for Homework and Health awareness issues.

Some students feel bullied by peers.

Students Milestones scores were low, due to student apathy.

CCRPI data indicates we need to improve our test scores in all content areas across all grade levels.

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 eleot 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 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 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 provided 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. 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, G-Kids, 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 Dr. Dorothy Ingram serving as Superintendent and 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. Website, flyers, newsletters, Instagram, 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.

We provide communication and invite parents but do not have the parent involvement that we would like. We will continue to work on involvement. Webster Co. Schools has a Superintendent's Advisory Team where Lead teachers meet with the Superintendent quarterly. The Parent Involvement Calendar is sent to all parents and meeting/activities occur monthly. A Parent Input Meeting and a Federal Program meeting occur to allow parents to participate in planning, to offer suggestions and to voice concerns. Surveys are sent home 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, 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 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. Visitors must sign in through the office, buzzer system for entry into the school is in place. Parents must schedule meetings in a timely manner to visit classrooms and to meet with teachers. 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 of our professional learning. Classrooms are set up to reflect themes, standards-based instruction (standards, EQs, lesson plan templates, working word walls, classroom libraries, student work posted, rubrics), classroom management strategies posted, parent contacts required, and progress reports and report cards. After School tutoring, Fall Festival; Spring Festival; Christmas Programs; Chorus Performances, sports events; clubs; community service opportunities.
- 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 in strategies to improve instruction and learning. Professional learning is designed to specifically target the needs of teachers and students related to 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.

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; PL logs, Milestones Data.

What does your achievement data tell you?	Data analysis 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 with our subgroups. The data shows there is a weakness 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.

What demographic data did you use?	Enrollment numbers, achievement data, state provided data.

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.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Teachers are surveyed for needs including Professional Learning, Supplies, Resources. Administrators come together to analyze TKES and eleot data. Climate Survey Data and Cognia surveys are considered along with End-of-the Year Parent Surveys sent home by Title I. 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 as ways to engage students, differentiation, analyzing data to inform instruction, use of technology and creating more effective lesson plans in a timely manner. Leaders discuss 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. We continue to make progress through professional learning activities to work on these areas. We have improved, students' work samples are getting better and aligning with the rubrics which have been developed and all stakeholders seem to be happier in our new learning environment. PL will continue to focus on these needs.

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?	For several years, 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, assessment strategies and usage, better methods for communication, and increasing rigor/challenging environments.

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 collaborative plan 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 team meets weekly or as needed to address needs. 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 continue in our efforts to enhance student learning. 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 website. We will continue to work to improve community, business and parent participation in activities which will enrich the academic achievement of our students. Our efforts to improve school/classroom climate is evident from the efforts of our teachers through a continued focus through professional learning.

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. Parent Involvement activities are offered monthly. We use surveys to plan and schedule activities based on requests and data. Professional learning focuses 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 involve parents and the community in more active roles.

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 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

Strengths and Challenges Based on Trends and Patterns

	with all stakeholders.

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?	Data analysis 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 including professional learning needs, 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 with our subgroups.

IDEA - Special Education

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

Strengths	Low student: teacher ratios; low teacher turnover allows teachers to develop relationships with students and parents; resources available; SST referral process, relationship with RESA; teachers participate in professional learning; GAA test results continue to improve.

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.

Title I - Part A - Improving Academic Achievement of Disadvantaged

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Small class sizes; availability of technology for student use; resources to promote hands-on learning and activities to engage students; professional learning targeted to identified District needs: Professional Learning - two days optional professional learning available May and June with stipend paid to teachers, team meetings, data analysis, portfolios, attendance at workshops, book studies, collaborative planning and vertical and horizontal team meetings.

Challenges	Data analysis; poverty level and socio-economic status of parents; location of District (rural with few businesses/industry); transportation for after school tutoring

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. WCS and DFCS will share transportation costs with DFCS assuming responsibility for transporting from outside district lines. WCS will assume liability for in-county costs. In the event of a dispute, the Superintendent/Principal, DFCS County Director and the Federal Programs Director will make the final determination of the resolution.

Challenges	N/A

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, REMIND app and sent home in multiple ways to inform parents of events; parent participation in surveys has improved since we send them home with the last progress report of the year.

Title I, Part A - Parent and Family Engagement

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.

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

Strengths	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 a migrant student is identified, WCS MEP contact reaches out to Lidia Guajardo, MEP Specialist with ABAC for next steps.

Challenges	WCS does not have any challenges in this area at this time. WCS does not have any migrant students.

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

Strengths	Our MEP Specialist, Lidia Guajardo can easily be reached via email or phone. Ms. Guajardo handles any updates needed via MSIX and provides ongoing support to students, parents and the LEA as needed.

Challenges	WCS does not have any challenges at this time, as we do not have any migrant students.

Title II, Part A - Supporting Effective Instruction

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

Challenges	Location of district and limited businesses/industry for jobs for family members 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.

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 ofboththe 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.

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.

Challenges	Translation of paperwork to Spanish Lack of Spanish speaking teachers When student enters District not speaking English

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

Strengths	Webster County has a group of teachers, business and community leaders, Faith Based Organizations, Family Connections who help provide services/resources, when needed.

Challenges	Resources and funding; lack of housing available; lack of jobs

Title IV, Part A - Student Support and Academic Enrichment

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

Strengths	Developed a Fine Arts program - Middle and High School Chorus Created 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

Title IV, Part A - Student Support and Academic Enrichment

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

Challenges	Funding resources for the continuation of the raised garden beds Funding for Resources for Fine Arts programs (chorus) Funding for more hands on experiences (STEM, Science) Exposure to real world experiences (field trips, plays, musicals related to content area classes) Resources for Beyond the Core Classes Dance and Visual Arts classes

Title I,Part A - Equitable Access to Effective Educators

Strengths	All teachers are certified and infield All teachers participate in an on-going program of professional development Turn over is practically non existent

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

Title V, Part B - Rural Education

Strengths	Parent Engagement programs monthly and quarterly Counselor involved in Drug Awareness programs and Behavior plans

Challenges	Parent involvement is low 100% Free and reduced breakfast and lunch Rural disadvantaged County

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need # 1

Overarching Need	Improve 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	

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	

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Improve 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	

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	

Root Cause # 3

Root Causes to be Addressed	establish procedures that ensure proficent 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	

Root Cause # 4

Root Causes to be Addressed	measure effectiveness of support mechanisms; monitoring computer labs, 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

Additional Responses	

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

Root Cause # 1

Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

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	

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	