Comprehensive Needs Assessment
2023 - 2024 District Report

GaDOE
Georgia Department of Education

Identify Needs

Select Interventions

Plan Implementation

Implement Plan

Examine Progress

Coherent Instruction

Effective Leadership

Professional Capacity

Family & Community Engagement

Supportive Learning Environment

READY TO LEARN
READY TO LIVE
WHOLE CHILD
READY TO LEAD

Miller County

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Michael Keown
Multiple Program(s)	Federal Programs Director	Robert Green
Multiple Program(s)	Curriculum Director	Latonya Cratic
Multiple Program(s)	School Leader (#1)	Jamie Dixon- HS Principal
Multiple Program(s)	School Leader (#2)	Jamie Ard- ES Principal
Multiple Program(s)	Teacher Representative (#1)	Kristan Houston- Academic Coach
Multiple Program(s)	Teacher Representative (#2)	Mandy Roland- Academic Coach
McKinney-Vento Homeless	Homeless Liaison	Robert Green- Federal Programs Director
Neglected and Delinquent	N&D Coordinator	Robert Green- Federal Programs Director
Rural	REAP Coordinator	Robert Green-Federal Programs Director
Special Education	Special Education Director	Jodi Collins
Title I, Part A	Title I, Part A Director	Robert Green- Federal Program Director
Title I, Part A	Family Engagement Coordinator	Robert Green- Federal Programs Director
Title I, Part A - Foster Care	Foster Care Point of Contact	Robert Green- Federal Programs Director
Title II, Part A	Title II, Part A Coordinator	Robert Green- Federal Programs Director
Title III	Title III Director	Robert Green- Federal Programs Direcor
Title IV, Part A	Title IV, Part A Director	Robert Green- Federal Programs Director
Title I, Part C	Migrant Coordinator	Robert Green- Federal Programs Director

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	
Multiple Program(s)	Testing Director	Jodi Collins
Multiple Program(s)	Finance Director	Nicole Horn
Multiple Program(s)	Other Federal Programs Coordinators	
Multiple Program(s)	CTAE Coordinator	Gail Lovering
Multiple Program(s)	Student Support Personnel	Amber Hamilton- Social Worker

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal Representatives	K-12 School Councils
Multiple Program(s)	High School Counselor / Academic Counselor	Jana Clenney
Multiple Program(s)	Early Childhood or Head Start Coordinator	Barbara Means- Pre-K Coordinator
Multiple Program(s)	Teacher Representatives	
Multiple Program(s)	ESOL Teacher	
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	
Multiple Program(s)	ESOL Coordinator	Robert Green- Federal Programs Director
21st CCLC	21st CCLC Program Director	
21st CCLC	21st CCLC Site Coordinator or Data Specialist	
Migrant	Preschool Teacher	
Special Education	Student Success Coach (SSIP)	
Title II, Part A	Human Resources Director	Kent Richardson
Title II, Part A	Principal Supervisors	
Title II, Part A	Professional Learning Coordinators	
Title II, Part A	Bilingual Parent Liaisons	Robert Green- Federal Programs Director
Title II, Part A	Professional Organizations	
Title II, Part A	Civil Rights Organizations	
Title II, Part A	Board of Education Members	
Title II, Part A	Local Elected/Government Officials	
Title II, Part A	The General Public	Leigh Ribolzi- Family Connections
Title III	Refugee Support Service Staff	
Title III	Community Adult ESOL Providers	
Title III	Representatives from Businesses Employing Non-English Speakers	
Title IV, Part A	Media Specialists/Librarians	
Title IV, Part A	Technology Experts	Micky Palmer- Technology Director
Title IV, Part A	Faith-Based Community Leaders	

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Student Council Representatives
Multiple Program(s)	Private School Officials	No Applicable
Migrant	Out-of-School Youth and/or Drop-outs	Robert Green- Federal Programs Director
Title I, Part A	Parent Representatives of Title I Students	School Council Representatives
Title I, Part A - Foster Care	Local DFCS Contacts	Nicki Lott
Title II, Part A	Principals	ES- Jamie Ard, MS-Cleve Roland, HS Jamie Dixon
Title II, Part A	Teachers	School Leadership Teams
Title II, Part A	Paraprofessionals	School Leadership Teams
Title II, Part A	Specialized Instructional Support Personnel	Mandy Roland- Academic Coach
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	School Council Representatives/Family Connections
Title III, Part A	Parents of English Learners	Robert Green-Federal Programs Director

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	
Multiple Program(s)	Technical, College, or University Personnel	
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	
21st CCLC	21st CCLC Advisory Council Members	
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	
Migrant	Migrant PAC Members	
Migrant	Local Farmer, Grower, or Employer	

Recommended and Additional Stakeholders

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

| How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives? | Each school invites stakeholders to the annual revision process of the school engagement plan and compact
Stakeholders were invited to attend School Improvement meetings and parent activities during the school year as a means of continuous feedback.
Electronic response forms are open throughout the school year to give parents the opportunity to respond.
School councils were invited to participate as stakeholders and bring additional participants
EL, SWD, Gifted, Migrant populations were given additional materials such as flyers and reminder cards
Reminders, flyers, cards and personal invitations from staff were extended at events where parents gather such as PTO, athletic, and CTAE events.

Advertisements in multiple formats were placed in May, June and July of 2023 to provide informational public input meetings, activities, and opportunity to complete evaluations and surveys. MCS provides input from parents and community for all of its school improvement and federal compliance measures through School Councils. planned events and activities, and electronic means of collecting input. Stakeholder groups meet quarterly on a combined district and school(s) level. Each school's engagement plan as well as the district Family & Community Engagement Plan is reviewed when feasible as a method of communicating the importance of input through stakeholder groups. Stakeholder groups are a vital part of building parent and staff capacity. To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following:
1) process for conducting a leadership team meeting, process for data analysis, |

	2)interpretation and reporting, process to provide staff development for teachers to connect the school improvement process to instruction, 3) reviews of school improvement plans to district level administrative team, 4) requirements to have an agenda for completing the leadership team, 5) process to ensure continuous school improvement, 6) collaboration with district administration to align the school and district improvement plan, 7)communication between Principal and Leadership Team. The leadership team is responsible for coordinating and monitoring school based family & community engagement efforts. As such, each school council meeting should have an agenda action items that aligns to family & community engagement in the SIP.

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?	Activities facilitated Principals, Academic Coaches, Counselors, Teachers, Social Workers or any other groups that organize, facilitate, or assist parents in Family & Community Engagement efforts provide reminders of how to access information regarding upcoming events: ● District/School Websites ● Social Media ● Electronic outdoor marquis ● Indoor electronic displays ● Electronic messaging systems

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

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.	
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.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
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.	
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.	
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.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	

Leader Keys Effectiveness System- Standard

Standard	Score
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

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.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

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.	
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.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

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.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

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. 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.	
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.	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
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.	
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.	
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	
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.	
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.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

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]	A family and community engagement survey as well as stakeholder meetings were used to gather data about family and community engagement. Strategic planning goal development addressed effective leadership, supportive learning environments, and professional capacity. Other data sources include - Family & Community Engagement evaluations - Special Education Parent Survey - Parent Safety survey

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?")	Stakeholders concerns include the following: that the learning environment provides students with a well- rounded education, including access to an enriched curriculum and educational experiences; the learning environment is clean and safe, and that they receive adequate communication about the school system. Stakeholders indicate a concern in the area with opportunities with access to technology. Teacher surveys indicated that teachers viewed our strengths as community loyalty and involvement, teachable kids, and the small close knit family atmosphere of a small school system. The district survey of teachers showed areas of concern as discipline, and administrative consistency in regard to decision making. Academic Coaches continue will be placed on extended day and year in order that they have additional time to perform duties that do not require in person support but support the implementation of the School Improvement plan as a whole. The focus of Family & Community Engagement for 2024, provide stakeholding and activities that ongoing to support teacher and parent capacity rather than in isolation. The Federal Programs Director will meet with School Leadership Team to strategize developing meaningful activities and put in a place a timeline for permanent product to be documented

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)	- MTSS Data - TKES - Absentee Data - Benchmark Data - Co-Teaching Observations - Instructional Rounds

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?")	Each school has improved in its capacity to generate progress data through MAP assessments. The teacher clarity model has been used as a method to shift instruction from teacher focused to student focused. School initiatives to improve instruction have been the reviewed, collaborated, and evaluated on through the Instructional Rounds process. New curriculum introduced in 2023 has for the most part, been utilized with fidelity. Monitoring of school improvement plans through leadership team planning has improved. Co-Teaching for Students with Disabilities is a concern. It is evident that there is an understanding of what the varying models of co-teaching are but it is not evident through observation that there is an understanding of when to use the appropriate model based on instruction in a given point in time. Needed areas of improvement are: • Consistent differentiated instruction • Observable strategies provided by professional development • Efficient use of professional learning communities • Documenting professional learning effectiveness. District level strategic planning ensures that all organizational methods to address school improvement fall within the following goals: • Ensure student safety • Increase student growth on all indicators • Increase student learning opportunities • Improve student attendance

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

What does your achievement data tell you?	There is a discrepant amount of SWD in the emerging learner level of statewide assessments Software should be used consistently according to the prescribed usage time. MTSS should be monitored ensure that data is not sporadic, inconsistent, and gives a clear indication of effective interventions There is a significant number of long term ELs Instructional non-negotiables should be used with consistency: Lesson Planning, Standards Based Learning There needs to be a clearer understanding through school leadership team documentation the degree to which actions steps are successful and what is being done when their is lack of progress. There needs to be interventions in place to support loss of learning of student with a high rate of absentees. There needs to be data to support the degree to which the attendance policy is being followed with fidelity. There are a limited number of pathways to graduation.

	Student opportunities are limited due to scheduling.

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

What does the demographic data tell you?	As to be expected, a small student enrollment results in small numbers making great impact. Scheduling is extremely difficult as there are no "layers" conducive to such methods as block scheduling or increasing the number of middle schools teams and high school vocational pathways. Alternative school continues to be a difficult area to provide continuity of instruction. There are significant gaps in Black ISS/OSS in both Black SWD and non-SWD.

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? | Observation of classrooms should document that differentiation by environment, process, and product is consistently or with fidelity.
Reduce over reliance of whole group instruction
Technology should be used in order to give students live feedback to gauge their learning
Gen-Ed teachers do not have common planning with supplemental service providers
Recommendation of strategies, interventions, and data drill down provided by academic coach collaboration is not carried out Curriculum should be implemented with fidelity
Instructional software data should be used consistently as a measurement to adjust instruction
Lesson plans should be reviewed in order to ensure that they are aligned to the standards and completed on time

ACCESS FOR EL
There is a significant number of ELs whose five year trend of scores are sporadic. During this timeline the students have not moved to monitoring status. 2023 ACCESS scores indicate that the minimum flexibility score for exit would not change student status. The focus for this school term will be determining what needs to be accomplished through MTSS to cause a change in learning outcomes.
There is a need for more ESOL endorsed teachers to provide differentiated support in the classroom. Software will continue to be used to target missing skills and provide benchmarking data.
The academic coach will assist in monitoring the use of the Imagine Learning to ensure that instruction is adjusted accordingly
ESOL teachers as well as general education teachers will participate in prescribed WIDA professional development

100% transfer of 24 Title IVA funds. |

Strengths and Challenges Based on Trends and Patterns

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?	Strategic goals have been established. The Superintendent will work with leadership groups to develop action steps to support the goals. 100% transfer of 24 Title IVA funds.

Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Increasing job embedded professional learning aligned to TKES goals Documentation that professional learning is an ongoing process which includes redelivery Ensure that the school leadership team monitors professional learning outcomes are embedded into instruction Increase the use of technology for continuous streaming PL through PLCs Increase use of SLDS PL Provide tailored PL for teachers and paras with 0,1,2,3 years experience Ensure that instructional coach duties and responsibilities are aligned with job description Continue to develop tech skills on admin for and teachers Ensure that capacity continues to develop to ensure that schools and system can operate virtually 100% transfer of 24 Title IVA funds.

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?	The focus of Family & Community Engagement for the 2024 year will be improving Parent and Staff Capacity: ● Ensure that events are aligned to the school improvement plan ● Ensure that activities are aligned to the school compact ● Ensure that activities are aligned to student achievement ● Establish a calendar of events ● Link popular non-academic activities ● Develop agendas that document program compliance: Dated agendas in a format and language parents can understand with required topics. ● Provide dual capacity when considering parent and staff capacity ● Apply the six shalls

Strengths and Challenges Based on Trends and Patterns

Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	- Lack of Standards Based Instruction - Lack of digital learning teacher skills and instruction - Underutilization of technology - Lack of appropriate utilization of instructional coaches - Lack of appropriate delivery of differentiation & coteaching strategies - Intervention for long term ELs - Students with more than 10 absences in an academic year

Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Continue to monitor and revised as necessary internal control procedures. Request assistance and monitor Maintenance of Effort accordingly. Continue participate in consolidate funds cohort and seek technical assistance as necessary Ensure that school are served in rank order Ensure that expenditures incurred are align with percentages in the consolidated funds budget Ensure that the internal control procedures are followed. Provide technical assistance when needed. Provide technical assistance on procedures and content of the federal programs manual. Increased monitoring for timely and accurate drawdowns.

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?	Using data driven approaches to drill down to the student progress level and make data based instructional decision to ensure student growth. Use formative and summative data to determine progress monitoring effectiveness Provide technical assistance to schools in choosing the correct data sets to make meaningful instructional decisions

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	- Ability to collect, analyze and interpret qualitative and quantitative data - Ability to determine the effects of one subgroup compared to another and the

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.

	effect on graduation rate, attendance/discipline and math achievement Identify and tracking lowest quartile of students, for proactive monitoring of disproportionality through Title I interventions; MAP/Exact Path, and other software platforms • Apply appropriate interventions based on instructional data Parental engagement strategies • Differentiation of instruction • Non-traditional course completion in High School • HS of pathways for completion • Monitoring procedures for effectiveness of Identification, Evaluation and Placement of SWD to address risk factors associated with disproportionality Research strategies to increase the number of course completion pathways in High School • Random MTSS fidelity checks to ensure that pre-referral data is completed with reliability prior to referral in order to monitor disproportionality. Adjust procedures as necessary. Scheduling practices that balance the needs for program requirements, student achievement, and maximum funding. • Avoid scheduling students within subgroups that have great impact for small numbers. • Monitor TKES for effective differentiation in the classroom. Ensure that job embedded PL is completed for teachers that need improvement in this area. • Staff development for leaders and teachers in determining appropriate data elements; gathering, analyzing, interpreting and reporting.

Challenges	• Monitor reporting of attendance • Progressive Discipline • Classroom walkthroughs, reviewed in Principal's and system level meetings. • Summative data will be used as professional development • Monitor school improvement plan effectiveness • Effective development of Needs Assessments to drive school improvement process

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Access to technology Access to supplemental software Identifying Professional Learning needs Access to intervention teachers and instructional coaches Consolidated funds flexibility

Challenges	Effective utilization of instructional coaches Monitoring of Schoolwide Improvement Plans Collecting, analyzing, interpreting, and reporting achievement data Utilization of paraprofessionals The number of employees with waived or provisional certificates

Title I, Part A - Foster Care

Strengths	Continue monitoring existing plan Protocols to ensure that foster children are identified through registration and interagency collaboration

Challenges	Tracking number of students identified as foster children.

Title I, Part A - Parent and Family Engagement

Strengths	Use of social media, multiple opportunities for parents to attend events, use of student information system parent and student portal

Challenges	Activities should not be isolated to specific groups, activities or times of the year. Engagement efforts need to be designed so that the are in continuous motion to increase parent and staff capacity. Activities need to have evidence of the review of the compact, meaningful feedback, and methods that parent can access information in multiple formats when onsite activities are not offered. Leadership team agendas should periodically reflect that Family & Community Engagement activities are addressed and monitored accordingly as outlined in the School Improvement Action steps. Leadership teams should use the 6 Family & Community Engagement Standards as a guide to planning with fidelity. Family & Community Engagement planning should encompass the 6 shalls. The level of education parent possess hinders them from assisting their child

Title I, Part A - Parent and Family Engagement

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

Challenges	Providing tutors Family & Community Engagement Providing translators

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

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

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

Title II, Part A - Supporting Effective Instruction

Title II, Part A - Supporting Effective Instruction

> **If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY24 Title II, Part A funds."**

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

Challenges	Ensure the district uses a team approach in maintaining quality and equitable instruction. Ensure a collaborative approach with Federal Programs Director, Human Resources, and Finance Department. Provide technical assistance to Principals regarding PQ/In-Field. Use PQ/In-Field portal to ensure proactive problem solving to avoid data errors. The number of teachers whose certification has been waived, have provisional certificates, or are on an alternative path to a clear renewable certificate has increased. As such, teacher retention and recruitment has become a priority in the district again. Cross Functional Monitoring revealed that the district needed to revise it's procedures to address Professional Qualifications through a Corrective Action Plan.

Language Instruction for English Learners and Immigrant Students

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

Strengths	Identification of students Providing staff development Implementation of student services

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	Developing interventions for long term ELs
	Maintaining WIDA strategies in general education classrooms when direct services are not provided by EL teacher
	Family & Community Engagement
	Scheduling
	Instructional effectiveness through newly endorsed ESOL teachers
	ESOL teacher case management
	Monitoring data to ensure that ACCESS participation rate is 100%

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

Strengths	Continue yearly required training for staff and administrators
	Continue to have staff and administrator verify completion of required annual training
	Social Worker to assist with interviews and development of services
	Ensure that homeless questionnaire goes out to all returning students and returned within first 30 days of school
	Ensure that homeless questionnaire is completed for new enrollments
	Ensure that non-certified employees such as maintenance, transportation, clerical, custodial and school/food nutrition complete McKenney Vento annual training.

Challenges	Ensure that transportation department receives and documents training within the first 10 days of school.
	Few interviews reveal that homeless is not the result of hardship but rather than by choice
	Inconsistent reporting

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 FY24 Title IV, Part A funds."

Strengths	Effective identification of needs **Transfer 100% of FY23 to Title I Part A**

Challenges	Monitoring effectiveness Transfer 100% of FY23 to Title I Part A

Title I, Part A - Equitable Access to Effective Educators

Strengths	Identifying professional learning needs

Challenges	Effective use of Instructional Coaches Creating intervention that support the attendance policy Consistent attendance reporting

Title V, Part B - Rural Education

Strengths	Goals align with School Improvement

Challenges	Timely drawdowns Timely request of purchases

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Student Safety
How severe is the need?	Low
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	

Overarching Need # 2

Overarching Need	Student achievement
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	

Overarching Need # 3

Overarching Need	Learning opportunities
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes

Overarching Need # 3

Priority Order	3

Additional Considerations	

Overarching Need # 4

Overarching Need	Student attendance
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	

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 - Student Safety

Root Cause # 1

Root Causes to be Addressed	Protocols and procedures to ensure that Safety Plan is effective
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 I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program

Additional Responses	..

Root Cause # 2

Root Causes to be Addressed	Protocols and procedures to ensure that Facilities Plan is effective
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children

Additional Responses	

Overarching Need - Student achievement

Root Cause # 1

Root Causes to be Addressed	MTSS effectiveness
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 I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Observable professional learning outcomes
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 I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Consistent use of progress monitoring data to differentiate instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Root Cause # 3

Impacted Programs	IDEA - Special Education
	Title I - Part A - Improving Academic Achievement of Disadvantaged
	Title I, Part A - Parent and Family Engagement Program
	Title I, Part C - Education of Migratory Children
	Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	

Overarching Need - Learning opportunities

Root Cause # 1

Root Causes to be Addressed	Lack of pathways to graduation
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 I, Part A - Foster Care Program
	Title I, Part A - Parent and Family Engagement Program
	Title I, Part C - Education of Migratory Children
	Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Lack of effective Family & Community engagement strategies
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 I, Part A - Foster Care Program
	Title I, Part A - Parent and Family Engagement Program
	Title I, Part C - Education of Migratory Children

Root Cause # 2

Impacted Programs	Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Effective Co-Teaching for Students With Disabilities
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 I, Part A - Foster Care Program

Additional Responses	

Overarching Need - Student attendance

Root Cause # 1

Root Causes to be Addressed	Family & Community Engagement activities need to stress the impact of lack of attendance
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 I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Data from Student Information system needs to be examined carefully to determine that attendance is captured accurately
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 I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Attendance policy needs to be followed through with fidelity.
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 I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program

Additional Responses	

District Improvement Plan
2023 - 2024

Miller County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

Transfer Title IV, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	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	Student Safety
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Protocols and procedures to ensure that Safety Plan is effective
Root Cause # 2	Protocols and procedures to ensure that Facilities Plan is effective
Goal	Ensure student safety

Action Step # 1

Action Step	Update and enforce local safety plan.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	District & School Leadership worksessions
Method for Monitoring Effectiveness	Observation Video capture from surveillance camera Collaboative agency feedback Student Information System Data Collection
Position/Role Responsible	Superintendent Program Directors Principals Safety Coordinator Nurse
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	No

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

Action Step # 2

Action Step	Maintain proper working order of Centegix response system
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Centegix Data Collection
Method for Monitoring Effectiveness	Test Drills Professional Learning Safety Plan reviews
Position/Role Responsible	Technology Director Principals

Action Step # 2

Evidence Based Indicator	Strong

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)?	

Action Step # 3

Action Step	Each school will have a progress discipline plan in the student handbook
Funding Sources	N/A
Subgroups	Foster Homeless English Learners Migrant Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Student Information System event codes
Method for Monitoring Effectiveness	Reduce office referrals Reduce ISS placement Reduce out of school suspension

Action Step # 3

Position/Role Responsible	Principals
Evidence Based Indicator	Strong

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)?	

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student achievement
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	MTSS effectiveness
Root Cause # 2	Observable professional learning outcomes
Root Cause # 3	Consistent use of progress monitoring data to differentiate instruction.
Goal	Increase student growth on all indicators.

Equity Gap

Equity Gap	Inexperienced teachers (less than four years of experience)

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

Action Step # 1

Action Step	Provide professional for inexperience teachers to develop, implement and monitor effective interventions.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Observation TKES Instructional Rounds
Method for Monitoring Effectiveness	Student progress monitoring
Position/Role Responsible	Principals Academic Coaches
Evidence Based Indicator	Strong

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 2

Action Step	Increase the complexity of Instructional Rounds and the Teacher Clarity project to support improvement of instruction.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	PDExpress surveys TKES Observation
Method for Monitoring Effectiveness	Instructional rounds conferencing PLG pre and post conferencing Academic coach conferencing and walkthroughs
Position/Role Responsible	Principals Curriculum Director Federal Programs Director Special Education Director Academic Coaches
Evidence Based Indicator	Strong

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	Yes

Action Step # 2

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

3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Learning opportunities
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Lack of pathways to graduation
Root Cause # 2	Lack of effective Family & Community engagement strategies
Root Cause # 3	Effective Co-Teaching for Students With Disabilities
Goal	Increase student learning opportunities

Equity Gap

Equity Gap	Pathway completers

Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-10 Equitable allocation of academic resources to students

Action Step # 1

Action Step # 1

Action Step	Retain professionally qualified teachers
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Targeted professional development for teachers with 3 or less years of experience
Method for Monitoring Effectiveness	Academic Coaching
Position/Role Responsible	Principals Academic Coaches
Evidence Based Indicator	Strong

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 2

Action Step	Increase the number of paths to graduation
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Increase number of course offerings
Method for Monitoring Effectiveness	Student feedback/rating scales Student Information System
Position/Role Responsible	Principals
Evidence Based Indicator	Strong

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 3

Action Step	Explore opportunities to earn high school credit at middle school level
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Increase number of course offerings
Method for Monitoring Effectiveness	Student Information System
Position/Role Responsible	Principals
Evidence Based Indicator	Strong

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	Yes

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

3. DISTRICT IMPROVEMENT GOALS

3.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student attendance
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Family & Community Engagement activities need to stress the impact of lack of attendance
Root Cause # 2	Data from Student Information system needs to be examined carefully to determine that attendance is captured accurately
Root Cause # 3	Attendance policy needs to be followed through with fidelity.
Goal	Improve student attendance

Action Step # 1

Action Step	Review and revise attendance policy
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	x
Method for Monitoring Effectiveness	x
Position/Role Responsible	x
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	Yes

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

4. REQUIRED QUESTIONS

4.1 Stakeholders, 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). | The district will transfer 100% of TII funds into TIA.
The following levels of coordination of services are continuous throughout the school year. Documentation of each level provides a culmination of information to contribution to the annual review of the district CLIP and each School Wide Plan.
District Leadership
District Level leaders collaborate with the Superintendent in the updating and maintenance of the strategic plan. Each program manager ensures that the district CLIP is aligned to the Strategic Plan. The superintendent has regular meetings to review progress of the strategic plan. At this time each program manager communicates the impact and area of improvement of each program. The Superintendent shares and gathers input from the Board of Education in their monthly works sessions, as well as civic groups and organizations.
Community Partners: District Level
The Social Worker is the liaison with Family Connections for Intra agency Collaboration. Each month, each program manager receives the agenda for the upcoming Family Connections meeting and is able to relay information about the federal programs and request input from the members as well as present to the group as necessary. The social worker follows up with the program manger on the outcome of each Family Connections meeting.
Parents & Community: School Level
MCS provides input from parents and community its school improvement and federal compliance measures through its School Councils, Annual Title I meeting, Family & Community activities, and interagency collaboration. Stakeholder groups meets quarterly. Stakeholder groups are the bridge between the voice of the family and community and the implementation of each school's Family Community Engagement Plan which is imbedded in the district and school improvement plans. To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: process for conducting leadership team meetings, requirements to complete an agenda for a leadership team meeting, process for data analysis, interpretation, and reporting; process to ensure continuous school improvement, process to provide staff development for teachers to connect the school improvement process to instruction, collaboration with district to align school and district improvement plans; review(s) of school improvement plans to district level administrative team, and communication between Principal and Leadership team.
● Input from stakeholders to assist in coordinating federal activities through the following survey questions:ul
● My community school district provides students with a well-rounded education, including access to an enriched curriculum and educational |

Coordination of Activities

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experience.
● My community school district effectively prepares students for post-secondary opportunities
● My community school district provides educational opportunities using state of the art technology
● My community school district actively communicates with external stakeholders
● My community school district actively seeks to engage external stakeholders.
● My community school district prioritizes local, state, and federal funds in a way that is equitable, promotes student achievement and is fiscally responsible.
● My community school district experiences low teacher and school leader turnover.
● My community school district provides opportunities for continuing education for teachers and school leaders

Questions associated with these types of prompts are delivered in a variety of formats, written and electronic during events where Community and Parent Stakeholders gather such as: School Council, School Parent Nights, Athletic events and open houses. Data gathered from parent engagement stakeholder opportunities are posted in a Leadership Parent Learning Community GClassroom in order that that can be used to support the goals in the DIP and SIP.
● The schools will continue to plan accordingly with the following parent comment/concerns:

● Home To School Communication
● Parent and teacher partnerships such as PTO
● Protocols that ensure how a parent will have return communication when contacting the school
● Electronic communication methods such as Remind 101 or Class Dojo
● On-site career developing planning opportunities through agencies such as 4H, UGA Extension, University/Technical Schools
● More field trip opportunities
● School sponsored community outreach
● Engaging activities for parents to visit classrooms and understand how students receive instruction
● Assisting parents with interpreting statewide assessment scores such as Georgia Milestones
● School protocols that ensure a family friendly and welcoming atmosphere
● Specific criteria for pass and fail grades
● Enhanced arts programs
● Assistance for parents in understanding programs such as Special Education
● English Language Learners, Migrant Education

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Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	For all three: 1) Ensure technical assistance is requested and follow through on understanding and reporting CPI, In-Field and PQ, 2) Ensure that HR Director understands the process for #1, 3) Ensure that effective hiring procedures are followed. The district monitors in field data to ensure that all teachers are teaching segments that are In-Field and makes adjustments to class level data accordingly. Ineffective teachers are monitored closely on the school and district level by ensuring that TKES is completed with fidelity and supporting documentation from multiple evaluators is entered into the platform. Ineffective teachers are required to have PLGs that match their weaknesses. Additional professional learning and support from the academic coach is assignment and monitored for effectiveness through TKES. The district pre-screens applicants to determine if they have been assigned an UNSAT and monitors UNSAT data through the PSC portal. Teachers that are inexperienced (0,1,2,3) years experience are given gradual levels of support depending on data entered into the TKES platform, this includes mentoring, academic coach and peer support as well as individualized professional learning and follow up conferencing.

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:	There has been a much stronger emphasis and follow through on In-District professional learning to ensure job embedded development of skills. The district uses PDExpress as a method to report effectiveness, monitor TKES professional learning goals as well as building awareness of the types of professional learning and their benefit to certified staff. There has been a much clearer record to the extent that paraproprofessionals receive PL. Administrators have a clearer picture of how to plan, implement track the types of PL that are offered- In District and Out. ● The system continues to monitor barriers to attract and hire professionally qualified personnel. Improvement has been made in terms of a knowledge base to support reporting PQ/In-Field and CPI. ● The following action items will be monitored for a measure of effectiveness: Effective monitoring and alignment of job embedded professional learning to individualized professional learning plans/goals ● Operate effective school leadership teams Continue to improve ability to identify, collect, interpret and report achievement, attendance and discipline data ● Effectively document lack of standards based instruction, differentiation, and implementation of MTSS Improve instructional best practices in the middle and high school The need for professional development for all staff is data driven. Examples include: ● Employee surveys

Professional Growth Systems

	● TKES/LKES PLG and summative evaluations ● Student achievement data: Benchmarks, Statewide assessments ● School leadership team outcomes ● Classroom walkthoughs ● Academic coaching cycle notes ● CCRPI ● Cross Functional Monitoring results **Actions to support professional growth and improvement stages of career development and performance for teachers, principals/asst. principals, and other school leaders** ● Consistent monitoring and feedback of PLGs in TKES and LKES ● Instructional Rounds and Teacher Clarity project for teachers ● Targeted professional development for paraprofessionals ● District level progress monitoring review of CLIP with Superintendent ● SIP progress monitoring review with Federal Programs Director, SPED Director and Curriculum Director ● Observations, walkthroughs and follow up conferencing with Academic Coach ● Maintain alignment of the district CLIP with the Superintendent's Strategic Plan.

PQ – Intent to Waive Certification

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

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived: **1. for all teachers (except Special Education service areas in alignment with the student's IEP), or** **2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).** **[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]**	At the Superintendent's discretion, certification will be waived on a case by case basis in all grades and content areas except for Special Education whereby the Special Education teacher is a teacher of record. The waiver for individual teachers whose certificate has been waived is effective for two academic years in order to complete a program of study to meet the qualifications for a clear renewable certificate. The Superintendent will decide whether or not to extend the period of waiver. Individual teachers whose certification has been waived are not subject for reconsideration of a waived certificate if another qualified applicant with a clear renewable certificate applies for the position in which the waiver is in place.

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)]	Clearance Certificate Bachelor's Degree

State and Federally Identified Schools

State and Federally Identified Schools

Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.	The district does not have federal or state identified schools. However, the district is closely monitoring the middle and high school through professional learning identification of equity gaps. Should a school receive a CSI/TSI designation, the following steps will ensure: 1) Amend CLIP and Schoolwide Plans to reflect needs. If the designation falls in line with the development of the next school year's improvement plans, the CNA will be closely monitored to ensure that it aligns with the factor contributing to the CSI/TSI designation 2) Readdress and priority professional learning needs on the district and school level 3) Ensure that TKES/LKES PLG align with school improvement needs 4) Seek technical assistance from RESA and/or DOE.

CTAE Coordination

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

CTAE Coordination

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

CTAE Coordination

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

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

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	● Improve family & community engagement efforts ? Provide technical assistance and professional learning on extracting and analyzing SIS discipline data and determine effects on student achievement ? Provide technical assitance and professional development on proactive leveled discipline to decrease incidence of office referrals ? Provide meaningful feedback for classroom walkthroughs and observations

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.	A high school graduation plan is created for each student when they begin high school at Miller County High school. The plan serves as a guide for the students to know which classes they need to take to meet high school graduation requirements. A copy of the plan is kept in the Guidance Counselor's office and is annually with each student All eligible 11th and 12th grade students are allowed to participate in Dual Enrollment classes. This allows high school students to earn college credit before they graduate high school. The Miller County school system works with ABAC University and Southern Regional Technical College to provide dual enrollment opportunities. Students at Miller County school are required to create an account with the Georgia Student Finance Commission. Their account with GaFutures provides them with the information they need to secure funding for post secondary education and to track their Hope Scholarship eligibility. Miller County high school students are also able to participate in Work Based Learning. The WBL program is designed to allow students to gain experience in areas of future potential careers, and develop job skills in real world situations. For several years the 8th grade students have participated in a World of Work field trip. This trip is a hands-on career experience that connects students with future potential careers. Each year the Miller County school district submits requested Transition Plans for SWDs. These plans are monitored for compliance. These plans are developed for each high school SWD. These assist SWDs in preparing for their future after high school. The school district also submits Post School Outcomes data each year for SWDs. This information is used to track the level of engagement of SWDs in school or employment after graduation. Graduation rates and Readiness reports are analyzed each year to measure how our district does compared to the state of GA. Readiness scores measure whether students are participating in activities that are preparing them for and demonstrating readiness for the next level, which could be college or career. Our district graduation rates are consistently higher than the state average, while our readiness scores typically fall below the state average. • Continue to improve family and community engagement efforts • Ensuring collaboration across state and federal programs • Ensure that school counselors address post-secondary options

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.	Collboration with Pre-K Program Collaboration with HeadStart Students at the elementary level benefit from participation in the "Little Pirates, Big Dreams" program. A program where a variety of successful professionals from our area are interviewed by students about what they had to do to achieve their success. The Guidance Counselor at the elementary school level conducts classroom lessons in all elementary classrooms. These lessons are designed around a central monthly theme. The themes are related to positive behavioral attributes or future planning.

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.	Not Applicable

Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following: Title I schoolwide schools;Targeted Assistance Schools; andschools for children living in local institutions for neglected or delinquent children.	● Academic Coach Services: The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness. Academic Coaches are provided at each school in order to increase effective professional practice and increase student achievement. One way that this is accomplished is through classroom observations and instructional rounds ● Paraprofessionals ● Technology equipment and supplies ● Substitutes for Professional Learning ● Support of Professional Learning Communities Tiered, research-based, intervention software: Data is collected from instructional programs and or progress monitoring like Exact Path, !learn, IXL, [station, ALEKS, and STAR. This information is used to adjust instruction, and is shared with parents. The information is presented to parents absent of technical language and is presented in easy to understand language. The schools have multiple sources of data that are used to monitor

Title I, Part A – Instructional Programs

the learning of students. The MAP assessments that are given through the year

are a major source used to make instructional decisions. The teacher also use data provided by many of the other programs used in the district such as ilearn, exact path, ALEKS, Star, and core instruction assessments.
The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.
Parents are given access to student information through a parent portal. Students and parents are able to use this platform to monitor grades.
The district completes a RAMP (Resource Allocation Methodology Plan) each year during the Con-AP process. The purpose of this plan is to ensure that while exercising allowable flexibility in funding that federal program dollars are used to supplement not supplant, and that the distribution of funds is equitable.
Neglected and Delinquent Schools- There are no Neglected and Delinquent facilities in the district. Should students residing in Miller County be placed in a N/D facility outside of the district: Students that are served in N/D facilities will be given access to electronic platforms such as Odysseyware, MAP & Exact Path, that all students in the schoolwide school(s) have access. This includes all materials that are supplemented to the school such as library sets and coach books. If there are supplemental materials that meet the unique needs of students in the N/D setting, those materials will be provided as well. Although N/D students do not
have direct access to TI funded personnel, collaboration with the N/D facility can serve as documentation of need to obtain additional staff such as tutors of after school hours assistance.

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

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

Title I, Part C – Migrant Supplemental Support Services

1. 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 identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.	Monitoring of enrollments Regular consultation with Migrant specialist Monitoring of records through GADOE portal, Student Information System Timely implementation of services Home based services as needed Collaboration with N/D, Homeless, ESOL assistance

4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.** **What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?** **Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity**	The Miller County School system will use the SSIP process to achieve positive outcomes/graduation rates for students with disabilities. The MIller County school system has shown an increase in percentage of students with an IEP graduating from high school with a regular education diploma, and has exceeded the state target for the previous 2 years. 80% (2020-2021) and 90% (2021-2022). The dropout rate for SWDS has increased this past year, but still remains below the state average. 0% (2020-2021) 10% (2021-2022). Case managers will monitor attendance of students and will maintain parental communication logs. The communication logs will be shared with the district office every 9 weeks. Any issues with lack of progress should be addressed by an IEP team. Teachers receive annual training on this procedure. All SPED case managers will meet with their students and the guidance counselor at the beginning of 9th grade year to review graduation plan expectations. Meeting sign in sheets will be used to monitor this activity. Transition plans will be reviewed annually as part of the IEP process. Transition compliance modules will be used as PL for support as needed. A transition plan checklist will be utilized as a tool for checking transition plans. The checklist will be used as documentation and to monitor this activity. Teachers identified as needing PL for transition planning will be identified and district staff will be responsible for provision of training opportunities. To improve outcomes for SWDs the district will provide Co-teaching PL for general education and special education teachers. This training will focus on the development of specially designed instruction in the co-taught setting. The effectiveness of this training will be monitored with classroom observations by district staff. Observations and sign in sheets will be used for documentation of implementation.

IDEA Performance Goals:

	The Miller County School system seeks to achieve 100% of its SWDs to have appropriate postsecondary goals on students' transition plans. In 2020-2021 and 2021-2022 the district was at 100%. However as a result of CFM the district was found to be non-compliant in this area. (indicator 13)
	The Miller County School system will use the SSIP process to improve its performance rating of indicator 14 A-C.
	14a: 20% (2020-2021) did not meet 10% (2021-2022) did not meet 14b: 20% (2020-2021) did not meet 50% (2021-2022) did not meet 14: 60% (2020-2021) did not meet 90% (2021-2022) did meet
	The Miller County school system will continue to seek improvement in post school indicators. The following action steps will be taken:
	A CAP for transition planning is currently in place. PL has been provided and the district will seek to remedy the findings of non-compliance by submission of transition plans by December 2023. The Director of Special education is responsible for this activity.
	The development and review of transition plans through the IEP process. District staff will review each transition plan through IEP reviews. Teachers that need assistance will be identified and the Director of Special education will oversee the provision of PL for transition planning.
	All SWDs in the 9th grade will meet with their case manager and guidance counselor, graduation plans will be reviewed, and the transition plan of each student will be reviewed as well. This collaboration will allow the guidance counselor to consider transition plans when planning the schedules and classes of SWDs. Sign in sheets will serve as documentation. This will be monitored by the Director of Special Education.
	The completion of Summary of Performance will be completed by the case manager of each graduating SWD. The Director of Special Education will monitor the completions of these through the IEP process.

IDEA Performance Goals:

| 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 | The Miller County School system will use the SSIP process to provide developmentally appropriate services to eligible students ages 3-5.

The Miller County school system has child find procedures to appropriately locate and identify students eligible for special education services.

The Miller County School system collaborates with local health care providers, Babies Can't Wait, DFACS, local daycare providers and any other relevant agencies to ensure that all eligible children are identified. The Director of Special Education will be responsible for this activity.

Annual Child Find meeting is held each year in July to engage with parents of children that may be eligible for services. The purpose of this meeting is to also engage with parents of homeschool students living within the district that may be eligible for services. The notification of this meeting is shared on social media, digital displays, and through flyers distributed at appropriate agencies throughout the community. The Director of Special Education is responsible for this activity.

Parental/Family Engagement Activities:

The Miller County School system seeks to improve family engagement through the following activities.

A resource library has been established for parents of SWDs.   Much of the information in the resource library is specific for young children who have been recently identified as having a disability. The district will use social media to advertise this resource library,and flyers distributed to relevant agencies. . The resources are housed at the district office and managed by the Director of Special Education.

Before the end of the year prior to entering kindergarten, an IEP meeting will be held for each SWD. At this meeting the team will complete the Child |

IDEA Performance Goals:

	Outcome Summary and COS 7 point scale to to determine outcome data. This meeting will also plan for the services needed for the student in kindergarten. This activity will be monitored by the Director of Special Education. The SPED Director will PL for the Child Outcome Summary.
	The District provides a full continuum of services for students age 3-5. The district has one teacher and one paraprofessional designated to provide services to students ages 3-5. The district also provides Speech services if needed for this population. The location of the services is decided by the IEP team based on the needs of the students, and may be in their preschool setting, at home, or in the preschool special ed. Classroom. The LEA considers the LRE for pre-k students to be in the general education Bright from the Start classroom with special ed. Supports and services. All placement decisions are made by the IEP team.
	Review of indicator 6 data:
	2020-2021 the district did not serve any students age 3-5
	2021-2022 (the district met the state target in each area.) 6a 100% 6b 0% 6c 0% .
	Each year the LEA reviews preschool outcome data in order to evaluate program effectiveness and to make data based decisions during planning.
	Indicator 7a: 2020-2021: The district did not serve any students exiting 3-5
	2021-2022

IDEA Performance Goals:

	Social Emotional Skills: Summary Statement 1: 50% Summary Statement 2: 0% District did not meet state target Acquisition of Skills: Summary Statement 1: 0% Summary Statement 2: 0% District did not meet state target Use of Appropriate Behaviors: Summary Statement 1: 0% Summary Statement 2: 0% District Did not meet state target The District will seek to improve outcomes for preschool children with disabilities. The district will use the Child Outcome Summary for preschool exit summary. The Special education Director will be responsible for provision of training of staff. The district has created an art room designated for SWDs. The district will use art therapy for preschool students to provide multi sensory activities that will have a positive impact on preschool outcomes. The director of Special Education will be responsible for the scheduling of art therapy.

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**	The MIller County School system will use the SSIP process to insure the provision of a free appropriate public education to eligible students. The Miller County School system will work to provide eligible students with FAPE. The Miller County school system seeks to recruit and retain fully qualified teachers for SWDs. The district will also provide professional learning and technical assistance to its staff. The district will provide Goal Book as a tool for all teachers to develop IEPs for SWDs. Goal Book is a tool that supports teachers to design standards aligned instruction and address the individual needs of all SWDs. The Director of Special Education will provide Goal Book training to all teachers and will monitor goal book usage reports. The Special Education Director will also monitor IEPs through the finalization process.

IDEA Performance Goals:

| procedures that are being implemented to ensure that FAPE is being provided | SPED Department meetings will be held quarterly with all SPED staff. The purpose of these meetings will be to update teachers/staff on any IDEA updates, and to review proper procedures for implementation of IDEA. The Director of Special Education will plan these meetings and maintain documentation of the meetings.

The district recognizes the need to support special education teachers in completing functional behavior analysis and writing behavior intervention plans. The district will participate in FBA/BIP training provided by GLRS. The Director of Special Education will designate attendees for this training.

The Director of Special Education will use GO IEP reports to ensure that special education teachers are meeting all IDEA timeline requirements. For teachers not meeting IDEA requirements the Director of Special Education will provide technical assistance. The Director of Special Education will maintain documentation of this activity.

LRE Indicator 5

2020-2021

5a: 79.84 met state target
5b: 11.29 met state target
5c: 1.61 did not meet state target

2022-2023
5a: 81.98 met state target
5b: 11.71 met state target
5c: 1.8 did not meet state target

The district seeks to ensure that all SWDs are served in their LRE.

The Director of Special Education or a designee attends each annual review meeting to ensure that the LRE is discussed and determined for each student. The Director of Special Education finalizes each IEP and reviews the services of each student.

Co-teaching training is being provided to special education and general education teachers. The district recognizes that effective co-teaching can have an impact on achieving the LRE for all students. The Special Education Director will oversee the co-teaching professional learning. |
|---|---|

IDEA Performance Goals:

	The Miller County School system will use the SSIP process to increase performance of SWDs in the areas of reading, ELA, and math. The district will take actions to address student proficiency and the inclusion of specialized instruction.
	The district reviewed proficiency GAP rate data from the APR.
	2020-2021 3D: Grade 4 (ELA): 30.91 Grade 8 (ELA: 15.63 High School (ELA): 23.91
	Grade 4 (Math) 38.16 Grade 8 (Math) 12.5 High school (Math) 19.28
	2021-2022 3D Grade 4 (ELA): 17.50 met state target Grade 8 (ELA): 34.55 Did not meet target High school (ELA) 30.00 Did not meet target
	Grade 4 (Math) 10.00 Did not meet target Grade 8 (Math) 0.00 Did not meet target High school (Math) 0.00% Did not meet target
	Data Review: Special Education teachers will participate in data reviews with general education grade level and general education department teachers to review data and make instructional decisions. The Director of Special Education and curriculum director will oversee this activity. Documentation will be maintained by the Director of Special Education.
	Professional Learning: The district will provide professional learning to Special Education teachers and paraprofessionals. The district will utilize GLRS, and GA. Department of Education professional learning events for PL opportunities to improve academic proficiency in SWDs. The special education director will oversee this activity.
	Learning Environment: The district has provided flexible/alternative seating in special education and general education classrooms in order to increase student engagement, and provide for more flexibility in the classroom during co-teaching. The director of special education will be responsible for furniture acquisition and classroom placement.
	Student Supports: Special education teachers are required to provide general

IDEA Performance Goals:

	education teachers with a copy of each student's accommodations and classroom supports. The special education teacher will maintain documentation of teachers' receipt of accommodations. Co-teaching: The district will participate in Co-teaching PL as mentioned previously. The district believes that improvement of co-teaching will have a positive impact on student proficiency in reading, ela, and math. The Director of Special Education will oversee this activity.

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**	Review of time and accurate data reporting indicator data included: Indicator 20 2020-2021: 100% 202-2022: 66.7% This indicator does show a need for improvement of timely and accurately reporting data. The district also uses other sources to review adherence to state and federal timeline adherence. The district uses GO IEP to monitor adherence to IEP and eligibility timelines. Each case manager maintains a calendar of due dates for students on their caseload. The Director of Special education monitors this activity. The Director of Special Education manages a master schedule for each special education teacher and paraprofessional. This schedule is updated whenever a change may occur. This schedule is used to ensure that accurate information is entered in to the SIS system and ensures more accurate reporting. The Director of Special Education is responsible for this activity. Preschool outcome data will be collected through collaboration with preschool teachers, SLPs, and school psychologists. The Director of Special Education will submit the information. Post secondary Outcomes data is collected through collaboration with teachers, parents, students, and district staff. The Director of Special Education is responsible for submission.

IDEA Performance Goals:

	BCW and child find data is collected through GO IEP and is submitted by the Director of Special Education. The Director of Special education and the administrative assistant maintain a list of all initial and re-evaluations and communicate frequently with the school psychologist to monitor progress of evaluations and ensure timeline adherence. All IEPs will be reviewed by the Director of Special Education prior to finalization and will be returned to the case manager for correction. This activity will be overseen by the Director of Special Education. Teachers will be provided with professional learning or technical assistance as needed. The Director of Special Education will oversee the implementation.

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

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

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

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

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

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

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Title IV, Part A – Ongoing Consultation and Progress Monitoring

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

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

Equity Gap 1Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	<u>Overarching Need # 1</u> Develop a systemic process for collecting, analyzing, and using longitudinal data over time for new and excising programs. Root Cause # 1 Operationally defined procedures with consistent follow through and monitoring of effectiveness. Root Cause # 2 Collaboration and shared ownership of the leadership process between schools and the district Goal Develop a formal process for monitoring and using longitudinal data and program to ensure district effectiveness. Data Variable: Teacher Retention Intervention: EI-2 Provide targeted school leader development Data Sources to determine effectiveness: ● LKES PLGs and conferencing with Superintendent: Strategic Goals (aligned to CLIP goals) 1. Ensure Student Safety, 2. Increase Student Growth On all Indicators, 3. Increase Student Learning Opportunities, 4. Improve Student Attendance. ● Professional Learning aligned to LKES PLGs assigned by Superintendent ● CLIP Progress Monitoring The district has chosen a different intervention strategy aligned with strategic planning goals for FY24.

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.	● Intervention Effective – Adjust Activities/Strategies The number of waived certificates were reduced to one However, the number of provisionally certified teachers increased. The district has significant number of teachers with less than three years of experience. Although the number of teachers hired in for 2024 significantly reduced compared to 2023, there is still a high risk of retaining teachers for two reason: 1) There is a pattern with the staff of not completing their commitment to obtaining a clear renewable certificate and 2) there is a significant number of teachers that have

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

	not had the opportunity to demonstrate an acceptable level of instructional competency due to lack of experience coupled with pursing alternate paths certification.. **The district has chosen a different intervention strategy aligned with strategic planning goals for FY24.**

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	Overarching Need # 3 Root Cause # 1 System to determine appropriate realistic professional learning needs. Root Cause # 2 Culture that supports effective growth. Goal Establish meaningful professional learning communities for leaders and teachers. Data Variable: Teacher Retention Intervention: EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions Data Sources to determine effectiveness: ● TKES PLGs and conferencing with Principal ● Professional Learning aligned to LKES PLGs assigned by Principal ● SIP Progress Monitoring documentation by school leadership team ● Academic Coach observations/walkthroughs documentation ● Instructional Rounds documentation ● Benchmark scores Beginning of the Year and Ending of the Year The district has chosen a different intervention strategy aligned with strategic planning goals.

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.	Intervention Not Effective – Adjust Activities/Strategies The number of effective districtwide interventions to improve instruction through effective leadership improved in 2023. Leadership Team monitoring of the School Improvement action steps has improved. Two district wide initiatives were implemented in 2023: Instructional Rounds and Teacher Clarity. Although there is more data rich outcomes to learn about instructional gaps; consistent, on-going professional development continues to be a districtwide need. Specifically, the degree to which professional learning outcomes are observable during an instructional period. **Changing the equity intervention for 2024 is needed as it aligns with strategic planning.**

4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

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

Title I, Part A	No participating private schools

Title II, Part A	No participating private schools

Title III, Part A	No participating private schools

Title IV, Part A	No participating private schools

Title IV, Part B	No participating private schools

Title I, Part C	No participating private schools

IDEA 611 and 619	No participating private schools