



Comprehensive Needs Assessment 2022 - 2023 District Report



Washington County

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Dr. Rickey Edmond
Multiple Program(s)	Federal Programs Director	Darryl Gilbert
Multiple Program(s)	Curriculum Director	Audra Gilbert
Multiple Program(s)	School Leader (#1)	Leah Clark
Multiple Program(s)	School Leader (#2)	Tim May
Multiple Program(s)	Teacher Representative (#1)	Leigh Anne Brooker
Multiple Program(s)	Teacher Representative (#2)	Laura Woodard
McKinney-Vento Homeless	Homeless Liaison	Misty Ivey
Neglected and Delinquent	N&D Coordinator	Misty Ivey
Rural	REAP Coordinator	Darryl Gilbert
Special Education	Special Education Director	Emily Johnson
Title I, Part A	Title I, Part A Director	Darryl Gilbert
Title I, Part A	Family Engagement Coordinator	Georgia Larimore
Title I, Part A - Foster Care	Foster Care Point of Contact	Misty Ivey
Title II, Part A	Title II, Part A Coordinator	Darryl Gilbert
Title III	Title III Director	Georgia Larimore
Title IV, Part A	Title IV, Part A Director	Darryl Gilbert
Title I, Part C	Migrant Coordinator	Misty Ivey

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Sandra McMaster
Multiple Program(s)	Testing Director	Darryl Gilbert
Multiple Program(s)	Finance Director	Sandra McMaster
Multiple Program(s)	Other Federal Programs Coordinators	Amy Vickers
Multiple Program(s)	CTAE Coordinator	Amy Vickers
Multiple Program(s)	Student Support Personnel	Georgia Larimore

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal Representatives	Christine McPherson
Multiple Program(s)	High School Counselor / Academic Counselor	Tiffany Bryson
Multiple Program(s)	Early Childhood or Head Start Coordinator	Stephanie May
Multiple Program(s)	Teacher Representatives	Jennifer Duckworth
Multiple Program(s)	ESOL Teacher	Mary Jo Sheppard
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	N / A
Multiple Program(s)	ESOL Coordinator	Mary Jo Sheppard
21st CCLC	21st CCLC Program Director	N / A
21st CCLC	21st CCLC Site Coordinator or Data Specialist	N / A
Migrant	Preschool Teacher	Erica Carter
Special Education	Student Success Coach (SSIP)	N / A
Title II, Part A	Human Resources Director	Masha White
Title II, Part A	Principal Supervisors	Dr. Rickey Edmond
Title II, Part A	Professional Learning Coordinators	Marshell Kinnel
Title II, Part A	Bilingual Parent Liaisons	Georgia Larimore
Title II, Part A	Professional Organizations	Melissa Andrews
Title II, Part A	Civil Rights Organizations	N/A
Title II, Part A	Board of Education Members	Chris Hutchings
Title II, Part A	Local Elected/Government Officials	N/A
Title II, Part A	The General Public	Raven Smith
Title III	Refugee Support Service Staff	N/A
Title III	Community Adult ESOL Providers	N/A
Title III	Representatives from Businesses Employing Non-English Speakers	N/A
Title IV, Part A	Media Specialists/Librarians	Leigh Holtapp
Title IV, Part A	Technology Experts	Jennifer Tatum
Title IV, Part A	Faith-Based Community Leaders	N / A

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)	Mason Evans
Multiple Program(s)	Private School Officials	Jamie Dickey
Migrant	Out-of-School Youth and/or Drop-outs	Misty Ivey
Title I, Part A	Parent Representatives of Title I Students	Jenny Josey; Tonya Brooks
Title I, Part A - Foster Care	Local DFCS Contacts	Lori Martin; Sumiko Askew
Title II, Part A	Principals	Timothy May
Title II, Part A	Teachers	Christy Mobley
Title II, Part A	Paraprofessionals	Tabitha Hatfield
Title II, Part A	Specialized Instructional Support Personnel	Marshell Kinnell
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Katie Moncus
Title I, Part A	Parents of English Learners	Arturo Pimentel

Recommended and Additional Stakeholders

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

Recommended and Additional Stakeholders

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

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	The District Leadership team reviewed the positions and made suggestions for possible stakeholders. We discussed potential team members to ensure a diverse group of representatives.
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How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	The stakeholders will be invited to meetings to provide feedback and ask questions. Needs Assessment Surveys will be distributed to the various groups of stakeholders to gather feedback.
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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 capacity of school staff to lead curriculum design efforts.	✓
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
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 or 2021-2022. 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
<p>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.</p>	
<p>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.</p>	
<p>Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.
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<p>4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	
<p>Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.
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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, but may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations.	
4. Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. 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 or 2021-2022. 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 or 2021-2022. 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 or 2021-2022. 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 or 2021-2022. 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 or 2021-2022. 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
<p>10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</p>	
<p>Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.
</p>	

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 or 2021-2022. 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 or 2021-2022. 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).

<p>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]</p>	<p>A survey based on each system of improvement was completed by certified staff at District Summer Leadership. Other perception data utilized included the school climate survey, Georgia Student Health Survey, staff personnel needs survey, parent needs survey and the district system - wide parent survey.</p>
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<p>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?”)</p>	<p>Coherent Instructional System- Responses were divided between operational and exemplary as to how the district provides curriculum, instruction, and assessment support. Additional perception data indicates stake - holders would like to strengthen the district's MTSS, STEAM, and Literacy policies and procedures</p> <p>Effective Leadership- Respondents felt the district regularly uses an established process to align policies, procedures, and practices. It was also determined that the district allocates and monitors the use of time, materials, equipment, and fiscal resources to support teaching and learning. According to stakeholders, there is a systematic and collaborative process of on-going development, revision, and alignment of policies, procedures, and practices with laws and regulations.</p> <p>Professional Capacity -While respondents felt the district is operational in most areas, one area of concern would be the implementation of TKES with fidelity.</p> <p>Family and Community Engagement- Respondents felt a strength would be that the district communicates policies and procedures in a timely manner to relevant audiences. An opportunity for growth includes the district's family and community engagements. This would ensure that families are provided additional opportunities to provide feedback and problem solving opportunities.</p> <p>Supportive Learning Environment- Other perception data indicates that faculty and staff members would benefit from additional professional learning to build professional capacity.</p>
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<p>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)</p>	<p>A survey based on each system of improvement was completed by certified staff at District Summer Leadership.</p>
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<p>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?”)</p>	<p>Coherent Instructional System- Strengths for the Leader Keys Effectiveness System (LKES) were planning and assessment and organizational management. A weakness for LKES was noted in Instructional Leadership. Strengths for the Teacher Keys Effectiveness System (TKES) standard were in instructional planning, instructional strategies, and differentiated instruction. Opportunities for growth were noted in assessment strategies, assessment use, and academically challenging environment.</p> <p>Effective leadership: Strengths for Effective Leadership were in planning and assessment, organizational management and professionalism. Opportunities for growth in Effective Leadership were in human resources management; instructional leadership and teacher / staff evaluation.</p> <p>Professional Capacity: Strengths were noted for LKES in communication, community relations, professionalism, and organizational management. Opportunities for growth were noted for TKES in professionalism and communication.</p> <p>Family and Community Engagement Data: A strength was noted in school climate while an opportunity for growth was noted in communication.</p> <p>Supportive Learning Environment: Strengths for LKES were noted in school climate, planning and assessment, and organizational management. Opportunities for growth in this area were noted in human resources management and teacher / staff evaluation. Strengths for TKES standard were in instructional strategies; differentiated instruction, positive learning environment. Opportunities for growth were noted in assessment strategies, assessment uses, and academically challenging environment.</p>
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<p>What achievement data did you use?</p>	<p>Stakeholders reviewed various achievement data points:</p> <ul style="list-style-type: none"> ● 2021 and 2022 Georgia Milestones Assessment (GMAS) EOG / EOC State Assessments ● Acadience Reading in grades K-2 (administered 3 times per year) ● I Ready Diagnostic Reading in grades K-5 (administered 3 times per year) ● I Ready Diagnostic Math in grades K- 5 (administered 3 times per year) ● Progress Monitoring Data (K-12) (summative and formative test data)
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<p>What does your achievement data tell you?</p>	<p>After a data review, Stakeholders found:</p> <ul style="list-style-type: none"> ● 2022 Spring ELA EOG:The district increased in the percentage of students scoring proficient or distinguished in grades 3, 4, and 5; no change in grade 6; a slight decrease in grade 7 and a 11% decrease in grade 8 as compared to Spring 2021 scores. ● 2022 Spring ELA EOC:The district increased in the percentage of students scoring proficient or distinguished on the American Literature by 11.8% as compared to Spring 2021 scores. ● 2022 Spring Math EOG:The district increased in the percentage of students scoring proficient or distinguished in grades 6 and 8; slight decreases in grades 3 and 7; and larger decreases in grades 4 and 5 as compared to Spring 2021 scores. ● 2022 Spring Math EOC:The district decreased by 8.3% in the percentage of students scoring proficient or distinguished in Algebra I as compared to 2021. ● Acadience Reading Measure:44% of students in grades K-2 scored at or above on the MOY progress check. ● I Ready Diagnostic Reading:36% of students in grades K-2 scored at or above on the MOY progress check; 37% of 3rd graders; 31% of 4th graders; 29% of 5th graders. ● I Ready Diagnostic Math: 21% of students in grades K-2 scored below grade level on the MOY progress check; 30% of 3rd graders; 32% of 4th graders; 24% of 5th graders
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<p>What demographic data did you use?</p>	<p>Stakeholders reviewed the following demographic data:</p> <ul style="list-style-type: none"> ● GOSA - Schools Like Mine ● District and School Improvement Plans ● MTSS ● Faculty and Staff Data
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<p>What does the demographic data tell you?</p>	<p>After a review of the data, stakeholders noted:</p> <ul style="list-style-type: none"> ● 100% of students are classified as economically disadvantaged ● Approximately 13% of students are identified as a student with a disability. ● The student population identifies 64% African American, 30% White, 4% Multi - Racial, 1% Hispanic and 1% other ● When comparing schools like ours on GOSA's website, the elementary school and middle school were in the middle when compared to 7 schools. ● When comparing schools like ours on GOSA's website the high school outperformed 5 of the 7 schools ● An achievement gap in ELA and Math exists between the subgroups ● MTSS data suggests a need for more professional development in the district's RTI/MTSS process.
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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

<p>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?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> ● The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts. <p>Challenges:</p> <ul style="list-style-type: none"> ● Schools would benefit from the district proving clear common expectations that 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. <p>Additional Trends and Patterns include:</p> <ul style="list-style-type: none"> ● High percentage of students at all grades for all content areas scoring at Beginning and Developing Learner ● High percentage of students would benefit from extra practice in the area of writing
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<p>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?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> ● 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. ● A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations. ● 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. ● A collaborative, data - driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning. ● The district uses and reviews established protocols and processes for
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Strengths and Challenges Based on Trends and Patterns

	<p>problem solving, decision - making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.</p> <ul style="list-style-type: none"> ● 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. <p>Challenges:</p> <ul style="list-style-type: none"> ● Challenges were not identified by stakeholders. All other indicators in the Effective Leadership section were rated as operational. <p>Additional Trends and Patterns include:</p> <ul style="list-style-type: none"> ● The district would benefit from stakeholders (parents and community members) being more involved in the implementation of goals.
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<p>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?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> ● The district fosters a culture of systematic, quality, and relevant professional learning that consistently address the needs of its adults and its students. <p>Challenges:</p> <ul style="list-style-type: none"> ● Challenges were not identified by stakeholders. All other indicators in the Professional Capacity section were rated as operational. <p>Additional Trends and Patterns include:</p> <ul style="list-style-type: none"> ● Follow up on the effectiveness of professional learning would benefit from being more intentional. ● Increased efforts to retain teachers in hard to hire content areas (ex. foreign language) would benefit the district ● Effective two - way communication with all stakeholders which will give more ownership to student achievement needs across the district. ● Increase use of evidenced-based instructional strategies that are rigorous and relevant must be a priority
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Strengths and Challenges Based on Trends and Patterns

<p>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?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> ● Strategic, comprehensive process and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders. <p>Challenges:</p> <ul style="list-style-type: none"> ● Challenges were not identified by stakeholders. All other indicators in the Family and Community Engagement section were rated as operational. <p>Additional Trends and Patterns include:</p> <ul style="list-style-type: none"> ● The actual percentage of parents attending school improvement planning meetings is low. ● The percentage of parents attending informational meetings, trainings / workshops is low. ● The patterns and trends reflect a need for parent outreach to the families of all student subgroups. ● An emphasis needs to be placed on building relationships and providing opportunities for constant opportunities for volunteering and removing barriers for parent and family attendance and participation. ● Monitoring and communicating student progress is evident, but equipping parents with the skills needed to support students continues to be a challenge. ● Parent surveys are conducted, but the number of surveys completed does not reflect a sufficient sample size. ● Information is shared with parents throughout the year and is presented at large group events, but a large percentage of parents and families do not fully utilize or understand the overall sharing processes and the resources that are available.
<p>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?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> ● 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. <p>Challenges:</p> <ul style="list-style-type: none"> ● Challenges were not identified by stakeholders. All other indicators in the Supportive Learning Environment section were rated as operational. <p>Additional Trends and Patterns include:</p> <ul style="list-style-type: none"> ● Schools would benefit from additional support with social and emotional needs of students.

Strengths and Challenges Based on Trends and Patterns

Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Washington County Public Schools is a rural school district with limited funds. The finance department does an excellent job with managing funds. The department has been awarded the Distinction for Excellent Finance Reporting for the past six years.
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Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>System wide data indicates the following trends and patterns:</p> <ul style="list-style-type: none"> ● High percentage of students at all grades for all content areas scoring at Level 1 (Beginning Learner) and Level 2 (Developing Learner) ● High percentage of students that need remediation in the area of writing ● Achievement gaps between all subgroups, specifically the black and white subgroup, in all content areas
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IDEA - Special Education

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

Strengths	<ul style="list-style-type: none"> ● Least restrictive environment / exposure to grade level curriculum ● Specialized instruction ● Progress monitoring - academic & behavior ● Use of evidence-based interventions / strategies with fidelity ● Discipline for students with disabilities
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Challenges	<ul style="list-style-type: none"> ● Achievement gaps (ELA and Math) ● Low performance on state assessments
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<ul style="list-style-type: none"> • Use of class size reduction in primary, elementary, and middle school levels
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Challenges	<ul style="list-style-type: none"> • Need for an increased understanding of how to support students at home
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Title I, Part A - Foster Care

Strengths	<ul style="list-style-type: none"> • LEA and local DFCS have a solid and cooperative working relationship which is necessary when we share the responsibility of keeping children in foster care in their home school.
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Challenges	<ul style="list-style-type: none"> • There is a need to increase the skills of foster children in literacy and math.
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Title I, Part A - Parent and Family Engagement

Strengths	<ul style="list-style-type: none"> • Schools offer many opportunities for parents and families to be involved regarding school improvement initiatives • Schools offer several academic training / workshops that are based on needs • Schools offer many opportunities for parents to be included in activities and events to build relationships and a positive climate
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Challenges	<ul style="list-style-type: none"> • The percentage of parents and families attending parenting events. • Parents and families understanding how to support their student(s) at home • The lack of participation in being a part of the school improvement process at the school and district levels.
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through 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	The district is a consortium district and will coordinate efforts with ABAC MEP staff.
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Challenges	At this point there are no challenges.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	At this time, Washington County School District does not have any students enrolled at N & D facilities.
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Challenges	At this time, Washington County School District does not have any students enrolled at N & D facilities.
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Title II, Part A - Supporting Effective Instruction

Strengths	<ul style="list-style-type: none"> ● The district's three full-time instructional facilitators provide professional learning that is evidence-based, job-embedded, and focused on differentiation, data analysis, and student engagement. ● The district does not have difficulty attracting (for most areas), retaining, and developing professionally qualified teachers, principals, or other school leaders. ● New staff members are assigned a mentor.
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Challenges	<ul style="list-style-type: none"> ● The district does have difficulty retaining and attracting foreign language teachers.
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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	<ul style="list-style-type: none"> ● Provide supplemental support through after school for identified students ● Build capacity to support EL students by sharing the needs for teachers to be ESOL endorsed and recruiting teachers to obtain the ESOL endorsement at all school levels ● Conduct academic meetings specifically for parents and families of EL students ● Emphasis has been placed on the ESOL program and supporting ELL students based on student need ● Emphasis has been placed on professional learning in the area of Language Development is aligned to standards for all teachers ● Development which is aligned to standards for all teachers
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Challenges	<ul style="list-style-type: none"> ● Understanding and utilizing instructional strategies at all levels to better serve the EL subgroup. ● Percentage of EL students achieving at the Proficient Level as defined by state assessments ● Bridging the gap between the school and the parents and families of EL students due to the language barrier.
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	The District does not receive McKinney - Vento funds. However, school supplies and dress code attire are provided for students if needed.
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Challenges	The District continuously strives to identify the academic needs of students.
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Title I, Part A - Equitable Access to Effective Educators

Strengths	<ul style="list-style-type: none"> ● Data (Milestones / EOGs / EOCs, benchmarks, universal screeners, attendance, behavior, drop out, etc.) is analyzed by the schools and districts to identify equity gaps. Comprehensive needs Assessment data is also utilized to plan professional learning needs of staff. ● Based on the data, services and supports are put in place to ensure that students are progressing towards goals that have been established. Leader and Teacher quality is a priority for the district and professional development is planned annually to improve the overall effectiveness of the school system. ● The system implements a new Teacher induction Program at district and school levels. Teachers that are in the Induction Phase are required to participate. Mentors that are aligned with the grade / subject level are paired with teachers new to the profession or those with less than three years experience. ● Currently, teachers that serve in academic content areas are not out - of - field.
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Challenges	<ul style="list-style-type: none"> ● Because we are a small rural district, we often experience difficulty in securing effective educators for open positions.
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Title IV, Part A - Student Support and Academic Enrichment

Strengths	<ul style="list-style-type: none"> ● Title IV A, funds allow the district to provide additional support to address the academic and SEL needs of our students.
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Challenges	<ul style="list-style-type: none"> ● There is no evidence of challenges with Title IV funds.
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Title V, Part B - Rural Education

<p>Strengths</p>	<ul style="list-style-type: none"> ● Title V provides after school supplemental services at the primary, elementary, middle and high school. ● Title V provides academic support for students during summer break. ● Title V funds for classroom size reduction teacher.
<p>Challenges</p>	<ul style="list-style-type: none"> ● It will be critical that teachers and support staff understand the importance of high expectations and how to plan instruction that is aligned to the state assessments.

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	Three year trend data shows that a high percentage of students in grades 3-8 are scoring at a level 1(beginning learner) and a level 2(developing learner) on the End of Grade Georgia Milestones Assessment in ELA.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	It is important that administrators, teachers, and support staff understand the urgency for high expectations for all students and to include the rigor that students will experience. The percentage of students who need remediation in the area of writing is consistent across all grade levels in the district.
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Overarching Need # 2

Overarching Need	Three year trend data shows that a high percentage of students in grades 3-8 are scoring at a level 1(beginning learner) and a level 2(developing learner) on the End of Grade Georgia Milestones Assessment in Math.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	It is important that administrators, teachers, and support staff understand the urgency for high expectations for all students.
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Overarching Need # 3

Overarching Need	Social Emotional Learning due to effects COVID - 19 had on learning in the previous 3 school years.
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	3

Additional Considerations	The closing of schools and the shift to virtual learning for many students brought change and challenges into the classroom. Students attendance was also impacted due to having to quarantine and isolate if they were a positive case or a contact to a case.
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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 - Three year trend data shows that a high percentage of students in grades 3-8 are scoring at a level 1(beginning learner) and a level 2(developing learner) on the End of Grade Georgia Milestones Assessment in ELA.

Root Cause # 1

Root Causes to be Addressed	Students are not consistently exposed to rigorous lessons and assessments in Tier 1 instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Overarching Need - Three year trend data shows that a high percentage of students in grades 3-8 are scoring at a level 1(beginning learner) and a level 2(developing learner) on the End of Grade Georgia Milestones Assessment in Math.

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	Students are not consistently exposed to rigorous lessons and assessments in Tier 1 instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Overarching Need - Social Emotional Learning due to effects COVID - 19 had on learning in the previous 3 school years.

Root Cause # 1

Root Causes to be Addressed	School closures and the shift to virtual learning impacted student relationships and support systems within the school setting.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education 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 Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Root Cause # 1

Additional Responses	
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District Improvement Plan 2022 - 2023



Washington County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

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

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Three year trend data shows that a high percentage of students in grades 3-8 are scoring at a level 1(beginning learner) and a level 2(developing learner) on the End of Grade Georgia Milestones Assessment in ELA.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Students are not consistently exposed to rigorous lessons and assessments in Tier 1 instruction.
Goal	Increase students exposure to rigorous lessons and assessments in Tier 1 instruction to decrease the percent of students scoring a level 1 and 2 on the ELA End of Grade Assessment from 78% to 70% or less by the end of the 2022-2023 school year.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Science Social Studies
Grade Level Span(s)	1 2 3 4 5 6 7 8 9 10 11 12
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	Teachers will include literacy strategies, high order thinking skills, and technology integration into weekly lesson plans.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	Weekly Lesson Plan Checks Common Planning Agendas and Sign In Sheets
Method for Monitoring Effectiveness	Classroom Observations; District Literacy Screener Results will be analyzed at the Beginning of the Year; Middle of the Year; and the End of the Year for student growth
Position/Role Responsible	School Administrators
Evidence Based Indicator	Strong

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)?	
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Action Step # 2

Action Step	Develop common formative assessments that require student written responses to assess for student learning.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Formative Assessments shared in Google Drive; Data Talks Agendas and Sign In Sheets
Method for Monitoring Effectiveness	Student Formative Assessment Data
Position/Role Responsible	Grade Lead Teachers
Evidence Based Indicator	Strong

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)?	
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Action Step # 3

Action Step	Instructional Facilitators will provide job embedded Professional Learning on increasing critical thinking and reading comprehension skills.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Professional Learning Calendar PLC agendas and sign in sheets
Method for Monitoring Effectiveness	Classroom Observations; District Literacy Screener Results will be analyzed at the Beginning of the Year; Middle of the Year; and the End of the Year for student growth
Position/Role Responsible	ELA Instructional Facilitator
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	The District Literacy SMART Team will continue to collaborate with ELA teachers to focus on improving early literacy development.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Literacy SMART Team Meeting Agendas; Literacy SMART Team Balanced Score Card
Method for Monitoring Effectiveness	Classroom Observations; District Literacy Screener Results will be analyzed at the Beginning of the Year; Middle of the Year; and the End of the Year for student growth
Position/Role Responsible	Literacy SMART Team Facilitator
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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

Action Step	The District MTSS (Multi-Tiered System of Supports) SMART Team will continue to collaborate with teachers to provide supports and interventions to meet the needs of all students.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	MTSS SMART Team Meeting Agendas; MTSS SMART Team Balanced Score Card
Method for Monitoring Effectiveness	Intervention Progress Monitoring Data
Position/Role Responsible	MTSS SMART Team Facilitator
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Use class size reduction to increase the number of individualized student - teacher interactions to improve student learning.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Average class size per grade.
Method for Monitoring Effectiveness	Classroom Observations; District Literacy Screener Results will be analyzed at the Beginning of the Year; Middle of the Year; and the End of the Year for student growth; Georgia Milestones End of Grade Data
Position/Role Responsible	School Administrators
Evidence Based Indicator	Strong

Timeline for Implementation Others : Daily

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)?	
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Three year trend data shows that a high percentage of students in grades 3-8 are scoring at a level 1(beginning learner) and a level 2(developing learner) on the End of Grade Georgia Milestones Assessment in Math.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Students are not consistently exposed to rigorous lessons and assessments in Tier 1 instruction.
Goal	Increase students exposure to rigorous lessons and assessments in Tier 1 instruction to decrease the percent of students scoring a level 1 and 2 on the Math End of Grade Georgia Milestone Assessment from 79 to 70% or less by the end of the 2022-2023 school year.

Equity Gap

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

Action Step # 1

Action Step	Teachers will include effective strategies for teaching math, high order thinking skills, and technology integration into weekly lesson plans.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Weekly Lesson Plan Checks Common Planning Agendas and Sign In Sheets
Method for Monitoring Effectiveness	Classroom Observations; District Math Screener Results will be analyzed at the Beginning of the Year; Middle of the Year, and End of the Year for student growth
Position/Role Responsible	School Administrators
Evidence Based Indicator	Strong

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)?	
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Action Step # 2

Action Step	Develop common assessments that require student written responses to assess for student learning.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Formative Assessments shared in Google Drive; Data Talks Agendas and Sign in Sheets
Method for Monitoring Effectiveness	Student Formative Assessment Data
Position/Role Responsible	Grade Lead Teachers
Evidence Based Indicator	Strong

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)?	
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Action Step # 3

Action Step	Instructional Facilitators will provide job embedded Professional Learning on implementing the Standards of Mathematical Practice effectively.
Funding Sources	Title II, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Calendar PLC agendas and sign in sheets
Method for Monitoring Effectiveness	Classroom Observations; District Math Screener Results will be analyzed at the Beginning of the Year; Middle of the Year, and End of the Year for student growth
Position/Role Responsible	Math Instructional Facilitator
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	The District STEAM SMART Team will collaborate with math teachers to expand student metacognition by incorporating project/problem and inquiry based learning experiences in the classroom.
Funding Sources	Title IV, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	STEAM SMART Team Meeting Agendas; STEAM SMART Team Balanced Score Card
Method for Monitoring Effectiveness	Classroom Observations; District Math Screener Results will be analyzed at the Beginning of the Year; Middle of the Year, and End of the Year for student growth
Position/Role Responsible	STEAM SMART Team Facilitator
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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

Action Step	The District MTSS (Multi-Tiered System of Supports) SMART Team will continue to collaborate with teachers to provide supports and interventions to meet the needs of all students.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	MTSS SMART Team Meeting Agendas; MTSS SMART Team Balanced Score Card
Method for Monitoring Effectiveness	Math Intervention Progress Monitoring Data
Position/Role Responsible	MTSS SMART Team Facilitator
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Use class size reduction to increase the number of individualized student- teacher interactions to improve student learning.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Average class size per grade
Method for Monitoring Effectiveness	Classroom Observations; District Math Screener Results will be analyzed at the Beginning of the Year; Middle of the Year, and End of the Year for student growth
Position/Role Responsible	School Administrators
Evidence Based Indicator	Strong

Timeline for Implementation Others : Daily

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)?	
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3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Social Emotional Learning due to effects COVID - 19 had on learning in the previous 3 school years.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	School closures and the shift to virtual learning impacted student relationships and support systems within the school setting.
Goal	During the 2022-2023 school year, 90% or greater of students in grades K-12 will participate in Social Emotional Learning (SEL) activities on a monthly basis.

Action Step # 1

Action Step	Designated time for students to complete Suite 360 modules on a monthly basis will be included in the school's master schedule.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Suite 360 Monthly reports
Method for Monitoring Effectiveness	School Counselor Reports
Position/Role Responsible	Principal
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Academic Behavior Student (ABS) Center will be open for students to self report or for teachers to make referrals.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	ABS Student Login In Sheet
Method for Monitoring Effectiveness	School Counselor Reports
Position/Role Responsible	Principal
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 2

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

Action Step	The Director of Student Services will provide mentoring and counseling services to identified students and families with physical and mental health needs in the district to promote academic achievement.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Director of Student Services 25 Point Inspection Report
Method for Monitoring Effectiveness	Identified Students Grades; Attendance; and Behavior Referrals
Position/Role Responsible	Director of Student Services

Action Step # 3

Evidence Based Indicator	Strong
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Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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4. REQUIRED QUESTIONS

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

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>The district leadership team meets monthly and district wide data is analyzed and reviewed: GMAS; district literacy and math screeners; Lexiles. This data is shared with all principals, assistant principals, and instructional facilitators (IFs) in the district. The principals then communicate this data with their leadership teams at their perspective schools. The leadership team communicates the data with teachers and paraprofessionals within their departments. This data is also shared at Board of Education meetings with the board members. Principals share their school's data with parents at parent-teacher meetings and school council meetings held at their schools. The district sought advice from all stakeholders when preparing this plan. Stakeholders examined and discussed the data and had opportunities to ask questions. School personnel, parents, and community business leaders were surveyed during February-March to seek their input during the CNA process. In June, the district leadership team and each school's leadership team met for 3 days to seek all stakeholders input to incorporate into the District Improvement Plan.</p> <p>The district uses 100% of Title II, Part A funds for professional learning opportunities and the professional development of teachers. During the CNA process, professional learning priorities are aligned with the district's overarching needs. The district coordinates Title II, Part A funds to provide the professional development needed for Title I, Part A; Title I, Part A Children in Foster Care; Title I Part A Family School Partnerships and Title III, Part A.</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<p>School administrators will review master schedules and individual student schedules to ensure that students are not be served at a high rate by ineffective, out-of-field, or inexperienced teachers with a special focus on low-income and minority students. The district tracks ineffective teachers, out of field teachers and inexperienced teachers on a spreadsheet along with the ethnic make-up of the students enrolled in their classes. School level administrators review the rosters to ensure that low-income and minority students are not assigned to these teachers at a disproportionate .</p> <p>The district continues to hire and retain only teachers that meet the district's professional qualifications. Teachers receiving a rating of Needs Development or Ineffectiveness on any standard of the TKES evaluation are placed on a</p>
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Serving Low Income and Minority Children

	<p>remediation plan. New teachers to the profession or new to the district are assigned mentor teachers to provide them with support and guidance which can be extended as needed. Student growth is analyzed to ensure all students are showing growth. Three district level administrators, the district's three instructional facilitators, and teacher leaders from across the district completed the Teacher Support and Coaching Endorsement through RESA to add another layer of support for new or struggling teachers.</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p>	<p>The district's plan for professional growth and improvement begins with analyzing data from multiple sources such as GMAS; TKES and LKES evaluations; reading and math universal screeners; CCRPI reports; student growth reports; staff needs assessment surveys. Professional learning needs are identified for each school. The district's instructional facilitators (IFs) provide job-embedded professional learning that is evidence based and addresses the needs of the district.</p> <p>Professional Learning Communities (PLCs) are focused on each school's specific needs and each school has a set day of the week for PLCs. The PLCs are scheduled to minimize conflicts with regular classroom activities. IFs meet weekly with the Curriculum Director to plan PLCs for the following week. The IFs along with the school principal lead the PLCs at the school level to help grow the faculty and staff professionally. The district has focused on building leadership capacity by developing "For Us By Us" where the district focuses on building leadership skills with current faculty/staff. The district continues to align professional development with ESSA's definition by attending professional conferences hosted by GaDOE, RESA's, and consulting with professionals who are proven to have expertise in increasing academic achievement and improving school climate and culture. District SIP reviews; walk-throughs; TKES and LKES evaluations; GMAS data will be analyzed to ensure the district is making improvements in teaching and student outcomes.</p>
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PQ – Intent to Waive Certification

PQ – Intent to Waive Certification

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

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> 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). <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Certification is waived for all teachers including special education teachers that issue grades.</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>The minimum qualifications required for employment in the district is a bachelor's degree or 2 years of field experience in CTAE or Fine Art Courses.</p>
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State and Federally Identified Schools

State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>There are no federally-identified schools, CSI or TSI, in the Washington County School District for FY 23. If a school in the district is identified as CSI or TSI, the district office staff will work in coordination with GaDOE to provide support for the identified school(s). The Director of Federal Programs and the Director of Teaching and Learning will collaborate with the school's leadership team to identify the needs of the school. Funds will be prioritized to identified schools based on a rank order of needs.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>The district's CTAE program is a vital component in preparing the students of Washington County Public schools to be college and/or career ready. CTAE initiatives are implemented across all grade levels, K-12. The district created and implemented the "Golden Five" in FY 19. The Golden Five encompass 5 overarching attributes and character traits, referred to as "soft skills" in the business community. The Golden Five are teamwork; positive attitude; communication skills; attendance/punctuality; and willingness/desire to learn. Lessons/activities were created by grade level teacher leaders and are carried out each month as part of the district's mentoring program. CTAE programs and initiatives are integrated into the academics across all grade levels through career day at all schools; various occupational guest speakers; and field trips to local businesses. The high school hosts "Mock Interviews" where local business leaders volunteer to participate. Local businesses will post available job openings for high school students to apply and submit a resume. The business leaders then interview our students for the positions and provide feedback to the students on their resumes and interviewing skills.</p> <p>Counselors at each school provide career awareness activities for all students. Counselors also ensure all 5th and 8th grade students have created a career portfolio. In grades 6-12, counselors facilitate students in utilizing Georgia Career Information System (GCIS).</p> <p>Various CTAE pathways are available in the district such as business; automotive; early childhood education; construction; agriculture; ROTC; and web and digital design. The district also partners with the local technical college for dual enrollment and other career opportunities. For the past 5 years, the early childhood education EOPA has had a 100% pass rate. The district is focused on increasing the number of pathway completers by offering the introductory courses to middle school students.</p> <p>Work-based learning provides opportunities for the district's students to have in-depth interactions with local business leaders and professionals. The work based learning coordinator works closely with the Washington County</p>
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CTAE Coordination

	Chamber of Commerce and a local organization, WACO Works. The work based learning opportunities allow our students to experience real-world training.
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	The district has proactive measures in place to address the overuse of discipline practices that remove students from the classroom. Not all consequences are punitive in the school district. Each school in the district has an ABS (Academic Behavior Student) Center where students can self report for a cool down time or if they need to speak with an adult. The district has also implemented a Wrap Around Services Team in conjunction with the MTSS process where each school has a wrap around service coordinator that works with chronic behavior students individually. Check and Connect, an intervention addressing students' behaviors, will continue to be implemented for identified students at Ridge Road Elementary and T.J. Elder Middle School.
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4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>Middle School: The district has coordinated with the 2 local institutions of higher education, Oconee Fall Line Technical College and Georgia Military College, to ensure our students are aware of the early college opportunities available to them. High school students participate in early college opportunities through Move on When Ready; dual enrollment; and AP courses. The high school hosts events that introduces 8th grade students transitioning to the high school information on high school courses; graduation requirements; MOWR; and dual enrollment. Middle school students have opportunities to take high school courses while in 8th grade. Counselors meet with students frequently while in high school to ensure all students</p> <p>High School: High School to Post-Secondary Education</p> <ul style="list-style-type: none"> ● Faculty and Staff members encourage students who are "ready to move on" to enroll in dual enrollment classes. ● Counselors meet with individual students to ensure that they have all of the necessary requirements to graduate from high school. ● Counselors meet with students to decide their post graduation goals, which can be two-year, four-year, or workforce. ● Counselors host college tours and college fairs for juniors and seniors. ● Counselors administer PSAT/SAT, ACT, and ASVAB assessments. ● FBLA and Counselors chaperone students on college visits/tours. ● The Special Education teachers aid students with their Transition Plans for post graduation goals. ● Vocational rehab for special education seniors relating to college and specialized skills for the workforce. ● The CTAE department and Counselors host WACO Works, which allows students to go into businesses and industries and shadow employees
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Middle and High School Transition Plans

	<p>and explore possible career choices within the local community.</p> <ul style="list-style-type: none"> • Work-based learning is offered through the CTAE department.
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>The WCSD will coordinate and integrate the district's family engagement programs with the local preschool program and other federal and state funded preschool programs in the district by inviting faculty and staff from those programs to attend planning meetings focused on family engagement activities. In the spring, the elementary schools will host Kindergarten Ready days so parents may tour the schools and receive information to help prepare them and their children for kindergarten. The WCSD will also coordinate with these programs to ensure that parents are informed about available resources.</p>
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Title I, Part A - Targeted Assisted Schools Description

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

Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>Title I, Part A federal funds are used for class size reduction teachers. Class size reduction allows teachers the opportunity to differentiate instruction by providing small group instruction to assist at risk students to show progress toward meeting the rigorous Georgia Standards of Excellence curriculum. Three of four schools in the district are Title I schools and are allocated funds through poverty rank order.</p> <p>Currently there are 3 locally identified institutions that serve neglected or delinquent children: Broken Shackle Ranch; Changing Lives Learning Center; Gentle Loving Care Center. The district made multiple attempts, email, phone call, home visits, to reach out and extend services to students residing in the local institutions. However, none of the local institutions responded back to the district. The district will continue to annually contact and notify local institutions of services that are available for the students that are residing there.</p>
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;the timely transfer of pertinent school records, including information on health, when children move from one school to another; andhow the district will use the Migrant Student Information Exchange (MSIX).</p>	<p>The district obtains the Occupation Survey from GaDOE's website. All students/families complete the survey at the time of registration at the district office. The survey is also sent home to all students on the first day of school each school year and completed forms are returned back to the registrar at each school. The district MEP coordinator will fax the forms to the MEP regional office. The district MEP coordinator will access MSIX to find any relevant information that will help with the appropriate placement for the student. The district will utilize MSIX as migrant students move out of the district and as new migrant students move into the district.</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.)</p> <p>2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)</p>	<p>The district is a consortium district and will coordinate efforts with ABAC MEP staff.</p>
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Title I, Part C – Migrant Supplemental Support Services

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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: Description of your district's procedures Specific professional learning activities Plan to monitor implementation with fidelity</p>	<p>-2020-2021 Annual Performance Summary indicated Washington County met the target for Post School Outcomes Indicators 14A and 14B. 14A is the percentage of students enrolled in higher education within one year of leaving high school. (LEA Rate: 52.63%. State Rate: 27.40%) 14B is the percentage of students enrolled in higher education or competitively employed within one year of leaving high school. (LEA Rate: 78.95%. State Rate: 55.00%) 14C is the percentage of students enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school (LEA Rate: 78.95%. State Rate: 81%.</p> <p>-After developing a student's transition plan annually, each primary special education teacher will complete the Transition Planning Checklist adapted from GADOE website to monitor transition plan accuracy and completion. During each 9 weeks grading period, the Director of Special Programs randomly selects 3 transition plan samples from each school to evaluate for compliance.</p> <p>-100% of special education teachers in the district will participate in professional learning activities delivered by the Director of Special Programs which focus on school based transition, post-secondary transition planning/writing and school completion during a minimum of 3 monthly scheduled county-wide special education meetings.</p> <p>-100% of students with disabilities in grades 9-12 will meet yearly with their school counselor to determine school completion requirements and update their Individual Graduation Plan document. This activity is included on the annual IEP meeting review checklist completed by teachers and turned in with the IEP meeting paperwork to the district Special Education Department's administrative assistant. The students' IEP paperwork is not closed until there is documentation of the Individual Graduation Plan document included with the students' IEP paperwork. The administrative assistant provides a copy of each IEP meeting checklist to the Director of Special Programs on a weekly</p>
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IDEA Performance Goals:

	<p>basis to review and address any concerns with individual teachers as needed.</p> <p>-100% of students with disabilities will be an active participant in determining their post school outcomes and post-secondary transition planning using the ASPIRE process for completing all IEP meetings. The Director of Special Programs reviews ASPIRE survey data monthly to ensure students are participating in the ASPIRE process. In addition, this activity is included on the annual IEP meeting review checklist that teachers complete and turn in with the IEP meeting paperwork to the district Special Education Department's administrative assistant. The students' IEP paperwork is not closed until there is documentation of the ASPIRE surveys included with the students' IEP paperwork. The administrative assistant provides a copy of each IEP meeting checklist to the Director of Special Programs on a weekly basis to review and address any concerns with individual teachers as needed.</p> <p>-Progress monitoring data on transition plan goals will be collected and documented in the students' IEPs each 9 weeks grading period. The primary special education teacher also monitors the students' grades each 9 weeks grading period. If students are not making progress on the goals or if the student is not passing their classes, the primary special education teacher contacts the Director of Special Programs. Then an IEP meeting is set up to address the concerns and to make plans for the student to successfully complete their transition goals and pass their classes.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include: LEA procedures Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population Collaboration</p>	<p>-2020-2021 Annual Performance Summary indicated Washington County met the target for Pre School Outcomes Indicators 7A, 7B, and 7C. 7A is the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive social-emotional skills. (Summary Statement 1: LEA Rate: 88.89%. State Target: 81%. Summary Statement 2: LEA Rate: 66.67%. State Target: 63%). 7B is the percent of preschool ages 3-5 with IEPs who demonstrate improved acquisition and use of knowledge and skills including early language/communication and early literacy. (Summary Statement 1: LEA Rate: 93.33%. State Target: 83%. Summary Statement 2: LEA Rate: 46.67%. State Target: 46.00%). 7C is the percent of preschool ages 3-5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. (Summary Statement 1: LEA Rate: 87.5%. State Target: 81%. Summary Statement 2: LEA Rate: 73.33%. State Target: 72.00%).</p>
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IDEA Performance Goals:

<p>with outside agencies, including any trainings conducted by the LEAParent trainings</p>	<ul style="list-style-type: none"> -The district will maintain evaluation and identification guidelines for identifying young children through Babies Can't Wait referrals. -The district will maintain evaluation and identification guidelines for identifying young children through the local Head Start program. -The district will maintain evaluation and identification guidelines for identifying young children through parent referrals, daycare centers, or private schools. -Upon referral for an evaluation, in addition to be evaluated for special education services, young children will be evaluated for related services including occupational therapy, physical therapy, and speech therapy. If young children are found eligible for special education services and related services, the services will be provided by the Washington County Schools' special education staff. The staff includes a special education teacher, a special education paraprofessional, a speech therapist, an occupational therapist, and a physical therapist. -A special education teacher and a special education paraprofessional will provide IEP services daily at the local Head Start facility and for special education Pre-K students at Ridge Road Primary School. Related service providers will provide occupational therapy, physical therapy, and/or speech therapy at the local Head Start facility and for the special education Pre-K students at Ridge Road Primary School. -The district's special education Pre-K teacher will participate in the Pre-School Consortium held by Oconee RESA. The Pre-School Consortium meets a minimum of three times yearly. -The Director of Special Programs will conduct a minimum of one walk-through in the Pre-K classrooms each 9 weeks grading period to ensure the special education services documented on the students' IEPs are being delivered. -The Director of Special Programs meets annually with private schools/home schools/parents to discuss Child Find. These parents are provided information to address the referral, evaluation, and eligibility process of students with disabilities for children ages 3-5 that reside in Washington County. This annual child find meeting held for private schools/home schools/parents is advertised as a legal ad x 4 weeks prior to the meeting date in the district's local legal organ, <i>The Sandersville Progress</i>, which is the local newspaper published weekly. -Initial evaluation logs for Pre-K students are maintained on Google Drive and are frequently monitored by the Director of Special Programs. The district's Due Process Facilitator is responsible for ensuring the initial evaluation log is kept up-to-date with real time events.
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IDEA Performance Goals:

	<p>-The Director of Special Programs consults with the head of the private school each summer to determine allocation of proportionate share of IDEA funds.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>-The district will continue to implement a Multi-Tiered System of Supports (MTSS) for academics and behavior at each school that includes specific research-based intervention services with progress monitoring.</p> <p>-Professional learning, by the district's MTSS chair, will continue to be provided to all school staff in the implementation of the system wide MTSS process using research - based interventions.</p> <p>-System-wide MTSS forms will be amended and utilized by all schools in the district. These forms can be found in the district's MTSS manual. The MTSS manual is located on a Google shared drive for easy access by any MTSS team member.</p> <p>-The district has a district-wide MTSS SMART Team. This team consists of school-level MTSS chairs, grade level MTSS chairs, school-based interventionists, instructional facilitators, and school administrators. This MTSS SMART Team meets monthly to discuss MTSS policies and procedures. Members of the district's MTSS SMART Team redelivers the information discussed at the monthly meetings at the school level. Individual MTSS files submitted to the Due Process Facilitator for processing are reviewed for accuracy and completion. The Due Process Facilitator then notifies the school's MTSS chair of any changes or additional information needed to the MTSS file in order to meet compliance of the MTSS process.</p> <p>-Special Education teachers are trained on IEP/evaluation/eligibility procedures at the monthly county-wide special education meetings held by the Director of Special Programs. The Director of Special Programs will review the procedures from the system's procedures manual which all special education teachers have access to on Google Drive. Technical assistance for any teacher or staff member in need of understanding or implementing the IEP/evaluation/eligibility process is held for the individual teacher or staff member by the Director of Special Programs at mutually agreed upon times between the Director of Special Programs and the special education teacher or school staff member.</p>
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IDEA Performance Goals:

	<p>The least restrictive environment for all students with disabilities is determined by the student's IEP team. The least restrictive environment is in the regular education environment (with needed supplementary aids and services) if deemed appropriate by the IEP team. The IEP team may determine that the child cannot be educated satisfactorily in the regular education classroom, even when supplementary aids and services are provided so an alternative placement must then be considered. Therefore the system provides a continuum of alternative placements available to meet the needs of children with disabilities for special education and related services. These placement options include can include but are not limited to:</p> <ul style="list-style-type: none"> ● instruction in regular classes, ● separate classes, ● separate/special schools, ● home instruction, and ● hospital/homebound instruction <p>-All students with disabilities' teachers are provided with the students' classroom instructional and standardized testing accommodations. Special education students' primary special education teachers provide the all of the students' teachers a copy of the accommodations. Each teacher must sign a form acknowledging the receipt of the accommodations.</p> <p>-The district will continue to improve instruction in collaborative/inclusion classes. Regular education and special education co-teaching pairs from Ridge Road Primary and T. J. Elder Middle School will attend professional learning opportunities provided by GLRS monthly beginning in August 2022 through May 2023.</p> <p>-The provision of FAPE for all special education students are monitored by their primary special education teacher through IEP annual review meetings, IEP amendment meetings, obtaining and analyzing progress monitoring data for IEP goals, review of students' report card grades, and by obtaining and analyzing standardized testing results. In addition, school and district leadership will conduct a minimum of 2 walkthroughs of co-teaching classrooms each school year.</p>
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<p>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</p>	<p>The district will meet the 60-day timeline for initially evaluating students and determining eligibility for special education services for 100% of students evaluated by maintaining an initial evaluation log that is monitored frequently by the Director of Special Programs. The Due Process Facilitator is responsible for entering the information on the information log.</p> <p>-Professional learning opportunities will be provided by the Director of Special Programs at the District Principal/Leadership meetings and at the district's special education meetings in August and September to address compliance</p>
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IDEA Performance Goals:

<p>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</p>	<p>with state and federal laws and regulations regarding private schools, child find, eligibility, and discipline.</p> <p>-The district's policy and procedures manual will be amended to address compliance with state and federal laws and regulations regarding private schools, child find, eligibility, and discipline on an as needed basis by the Director of Special Programs. Any amendments to the procedures manual will be discussed with all Special Education teachers during the monthly district-wide special education meetings held by the Director of Special Programs.</p>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

<p>Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement:</p> <ol style="list-style-type: none"> 1. In support of well-rounded educational opportunities, if applicable 2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 3. In support of safe and healthy students, if applicable 4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 5. In support of the effective use of technology, if applicable 6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 	<ol style="list-style-type: none"> 1. In support of a well-rounded education, the district will use Title IV, A funds to pay a portion of the salary of a reading specialist to provide interventions for struggling readers in grades K-2. This will be measured by student growth on the district's screener for reading skills as given 3x per school year. This aligns with overarching need #1 and action step #5. 2. In support of safe and healthy students, the district will use Title IV, A funds to pay the portion of the salary of a district wide Family Services Coordinator SEL services and support to identified students across the district. The interventions, supports, and services, along with progress monitoring data will be documented with the MTSS district SMART Team. Addressing and meeting the SEL needs of our students aligns with overarching need #3 and action step #3. 3. In support of the effective use of technology, the district will use Title IV, A funds to purchase STEM/STEAM kits to increase inquiry and problem based learning in the classroom. This aligns with overarching need #2 and action step #4.
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.</p>	<p>The District Leadership SMART Team meets each nine week grading period with each School's Leadership SMART Team to review and analyze school data: Reading Screeners (Acadience K-2; iREADY grades 3-5; Reading Inventory grades 6-12); Math Screeners (IKAN and Numeracy Project K-2; iREADY grades 3-5; Math Inventory 6-12); GMAS; Benchmarks; MTSS student progress monitoring data. Each school leadership team communicates the data with teachers and paraprofessionals within their departments. This data is also shared at Board of Education meetings with the board members. Principals also share their school's data with parents at parent-teacher meetings and school council meetings held at their schools. The superintendent has "Fireside Chats" with various stakeholders (faculty/staff; parents; community organizations/businesses) throughout the school year to share district data and seek feedback from the stakeholders.</p> <p>Each school in the district develops a balanced score card with the school improvement plan goals listed. Each school states the indicators that will be monitored to meet the SIP goal. Each indicator is evaluated quarterly to inform stakeholders how each school is progressing on their SIP goals. End of year data is used to evaluate the effectiveness of the program implementation.</p>
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>A gap exists between the district and the state when analyzing ELA and Math Georgia Milestones data for the percentage of students scoring as a proficient or advanced learner. While some progress was made, a gap still exists. The interventions were effective and activities and strategies will be adjusted.</p>
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<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Instructional Facilitators provided evidence based, job-embedded professional learning on differentiation, data analysis, and student engagement. Students’ Lexiles were assessed and monitored a minimum of 3x during the school year across all grade levels and students’ math Quartiles were assessed and monitored a minimum of 3x during the school year in grades K-9. Students’ supports and interventions were selected based on students’ needs.</p>
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<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>A gap exists between the district and the state when analyzing ELA and Math Georgia Milestones data for the percentage of students scoring as a proficient or advanced learner. While some progress was made, a gap still exists. The interventions were effective and activities and strategies will be adjusted.</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Instructional Facilitators provided evidence based, job-embedded professional learning on differentiation, data analysis, and student engagement. Students' Lexiles were assessed and monitored a minimum of 3x during the school year across all grade levels and students' math Quartiles were assessed and monitored a minimum of 3x during the school year in grades K-9. Students' supports and interventions were selected based on students' needs.</p>
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4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

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

Title I, Part A	No private schools have chosen to participate in FY 23 equitable services.
Title II, Part A	No private schools have chosen to participate in FY 23 equitable services.
Title III, Part A	No private schools have chosen to participate in FY 23 equitable services.
Title IV, Part A	No private schools have chosen to participate in FY 23 equitable services.
Title IV, Part B	No private schools have chosen to participate in FY 23 equitable services.
Title I, Part C	No private schools have chosen to participate in FY 23 equitable services.
IDEA 611 and 619	Identified Students with disabilities speech/language, physical therapy, and occupational therapy needs will be addressed with FY 23 grants.