



Comprehensive Needs Assessment 2023 - 2024 District Report



Wayne 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	Sean Kelly
Multiple Program(s)	Federal Programs Director	Lynnie Brooke McIntosh
Multiple Program(s)	Curriculum Director	Kimberly Harrison
Multiple Program(s)	School Leader (#1)	Cheryl McReady
Multiple Program(s)	School Leader (#2)	Serran Aaron
Multiple Program(s)	Teacher Representative (#1)	Andrea Dent
Multiple Program(s)	Teacher Representative (#2)	Ann Ray
McKinney-Vento Homeless	Homeless Liaison	Lynnie Brooke McIntosh
Neglected and Delinquent	N&D Coordinator	Lynnie Brooke McIntosh
Rural	REAP Coordinator	Lynnie Brooke McIntosh
Special Education	Special Education Director	Jennifer Popkin
Title I, Part A	Title I, Part A Director	Lynnie Brooke McIntosh
Title I, Part A	Family Engagement Coordinator	Robins Kilgore-Kelly
Title I, Part A - Foster Care	Foster Care Point of Contact	Lynnie Brooke McIntosh
Title II, Part A	Title II, Part A Coordinator	Lynnie Brooke McIntosh
Title III	Title III Director	Lynnie Brooke McIntosh
Title IV, Part A	Title IV, Part A Director	Lynnie Brooke McIntosh
Title I, Part C	Migrant Coordinator	Reggie Burgess

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Jana Collins
Multiple Program(s)	Testing Director	Kimberly Harrison
Multiple Program(s)	Finance Director	Richard Auldridge
Multiple Program(s)	Other Federal Programs Coordinators	
Multiple Program(s)	CTAE Coordinator	

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Student Support Personnel	
Multiple Program(s)	Principal Representatives	Brett McDaniel
Multiple Program(s)	High School Counselor / Academic Counselor	
Multiple Program(s)	Early Childhood or Head Start Coordinator	
Multiple Program(s)	Teacher Representatives	
Multiple Program(s)	ESOL Teacher	Andrea Dent
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	
Multiple Program(s)	ESOL Coordinator	Lynnne Brooke McIntosh
21st CCLC	21st CCLC Program Director	
21st CCLC	21st CCLC Site Coordinator or Data Specialist	
Migrant	Preschool Teacher	Ana Rivera
Special Education	Student Success Coach (SSIP)	
Title II, Part A	Human Resources Director	Brian Simon
Title II, Part A	Principal Supervisors	Sean Kelly
Title II, Part A	Professional Learning Coordinators	Kimberly Harrison
Title II, Part A	Bilingual Parent Liaisons	Alejandra Luna
Title II, Part A	Professional Organizations	
Title II, Part A	Civil Rights Organizations	
Title II, Part A	Board of Education Members	Joe McPipkin
Title II, Part A	Local Elected/Government Officials	
Title II, Part A	The General Public	Nick Ellis
Title III	Refugee Support Service Staff	
Title III	Community Adult ESOL Providers	
Title III	Representatives from Businesses Employing Non-English Speakers	
Title IV, Part A	Media Specialists/Librarians	
Title IV, Part A	Technology Experts	Reggie Burgess
Title IV, Part A	Faith-Based Community Leaders	

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Jack Ellis
Multiple Program(s)	Private School Officials	Pamela Shuman
Migrant	Out-of-School Youth and/or Drop-outs	Reggie Burgess
Title I, Part A	Parent Representatives of Title I Students	Jamie Ellis
Title I, Part A - Foster Care	Local DFCS Contacts	Regina Fraser, DFACS Director
Title II, Part A	Principals	Cheryl McReady
Title II, Part A	Teachers	Ann Ray
Title II, Part A	Paraprofessionals	Ana Rivera
Title II, Part A	Specialized Instructional Support Personnel	Natasha Cooksey
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Nick Ellis
Title III, Part A	Parents of English Learners	Miriam Gomez Mondragon

Recommended and Additional Stakeholders

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

Recommended and Additional Stakeholders

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

<p>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</p>	<p>Throughout the school year, the Wayne County School System actively sought input from a wide range of stakeholders, ensuring representation from all stakeholder groups. The process of data review was ongoing, with information collected and analyzed throughout the year to inform the review of action steps. Perception data was obtained through multiple surveys administered at both the district and school levels. School-specific data was examined and compiled for analysis and review at the district level.</p> <p>To ensure diverse perspectives, surveys were distributed in various formats and frequencies. They were distributed after events and meetings, as well as through email and the district messaging system, reaching all stakeholders. This diverse input reflects the diversity of our valuable student body, which encompasses students from different ethnicities, special populations, educational backgrounds, genders (both male and female), and those pursuing various professional and technical careers.</p> <p>Furthermore, the District Improvement Plan and data were shared during board meetings, providing an opportunity to gather feedback from the community.</p> <p>External Stakeholder Data Collection Tools Board of Education Meeting Presentations Title I Parent Survey APTT Meeting Surveys Measurable Results Analysis Surveys Special Education Parent Surveys</p>
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	<p>Internal Stakeholder Data Collection Tools</p> <ul style="list-style-type: none"> Georgia District Performance Survey Georgia School Performance Surveys Measurable Results Analysis Surveys Mentoring Reimagined Surveys Professional Learning surveys Human Resources Exit Surveys
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<p>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?</p>	<p>Parent meetings and online platforms were utilized to gather specific input, ensuring parents were informed about opportunities for stakeholder participation through email, text message notifications, and postings on the district and school websites. The Wayne County School System has fostered a culture that values the needs assessment process.</p> <p>To gather input on family and community involvement, the Title I Parent and Family Engagement survey was distributed. The Measurable Results Assessment for the Leader in Me initiative allowed parents, students, teachers, and staff members to provide valuable feedback on the district and individual school climate and culture. Additionally, surveys were conducted among specific parent groups, such as parents of special needs students, parents of migrant students, and parents of English learners, to identify strengths and needs related to specific district programs. As input was received, smaller teams convened to summarize the survey results, which were then shared during internal stakeholder meetings.</p> <p>Once the Comprehensive Local Improvement Plan (CLIP) is submitted and approved, updates on district improvement goals and action steps will be integrated into weekly directors' meetings. The goals and action steps will also be discussed and reviewed twice a year during the board retreat, involving system administrators and Board of Education members. The District Improvement Plan, along with its updates, will be shared at Board of Education meetings, and for easy access, it will be posted on the school system's website, ensuring stakeholder availability.</p>
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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, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	✓
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, 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.	
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.	

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<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>	<ul style="list-style-type: none"> ● GA District Performance Standards Survey (FY23) ● Collective GA School Performance Surveys (FY23) ● Title One Parent Survey (FY20 & FY21-FY23) ● Special Education Parent Survey (FY17-FY23) ● Teacher Mentoring Program Survey (FY20-FY23) ● Georgia Student Health Survey (FY19-FY23)
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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>Stakeholder Input Survey FY23 Top Needs as Identified by the Georgia District Performance Standard Survey Coherent Instruction: Guides and supports schools in the selection and implementation of effective strategies, Effective Leadership: Uses protocols and processes for problem-solving, decision-making, and removing barriers Family and Community Engagement: Ensures that families and community members have feedback and problem-solving opportunities throughout the district Professional Capacity: Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed Supportive Learning Environment: Develops and implements processes that recruit, hire, and retain highly effective leaders, teachers, and other staff</p> <p>FY23 Strengths Coherent Instruction: Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards Effective Leadership: Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness Effective Leadership: Uses an established process to align policies, procedures, and practices with laws and regulations Family and Community Engagement: Communicates district policies and procedures in a timely manner to relevant audiences Professional Capacity: Ensures that professional learning is relevant and addresses adult and student needs Supportive Learning Environment: Develops and implements processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning</p>
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	<p>FY23 Top Needs Identified by Collective Responses from All Schools Georgia School Performance Standards Surveys</p> <p>Professional Capacity is the domain perceived as the least evident by the percentage of not evident ratings compared to other domain not evident ratings</p> <p>EFFECTIVE LEADERSHIP - Leadership Standard 8 - Provides ongoing support to teachers and other staff is the standard with the greatest number of not evident rankings</p> <p>FY23 Strengths</p> <p>Effective Leadership is the domain ranked with the greatest percentage of exemplary standards</p> <p>COHERENT INSTRUCTIONAL SYSTEM - Assessment Standard 1 - Aligns assessments with the required curriculum standards is the standard with the greatest number of exemplary ratings</p> <p>FY22 Top Priorities for Wayne County Schools as Identified by All Stakeholders</p> <p>69% of stakeholders believe developing school and district leaders should be a top priority</p> <p>53% Maintaining optimal staffing levels</p> <p>41% Assessing program impact on student behavior (including attendance, engagement, and discipline)</p> <p>35% Exploring alternative disciplinary practices</p> <p>34% Developing students' social-emotional skills</p> <p>Title I Parent Survey</p> <p>Strengths - At least 85%</p> <p>Parents value the communication they receive from classroom teachers</p> <p>Homes have internet access</p> <p>Have visited the district or school website</p> <p>Believe that our system does "quite well or extremely well" in creating an environment that helps children learn</p> <p>Believe their child is well-prepared for the next academic year</p> <p>Needs - Less than 85%</p> <p>Work on effective communication for ALL staff members</p> <p>Need more opportunities to celebrate students and invite parents into the schools (many positive comments about this year's literacy event)</p> <p>Ensure that websites are updated regularly</p> <p>Data tell us</p> <p>They want communication about what their children are learning</p> <p>Communication with teachers is important</p> <p>Not all parents think there is a supportive environment for all students to learn; there is a need to address the interests, talents, and skills of all students. There is specific support for low-achievers, but our "average" and "high achieving students do not often get the same attention and support</p> <p>Some staff members/teachers need more support and training in effective communication</p> <p>Different/varied resources are needed to help parents support their child academically</p> <p>More collaboration with groups such as PTO and School Council, would be beneficial - Not all stakeholders feel communication and decision making is shared</p>
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with all parents
 Opportunities/Partnerships for input in decision making opportunities.

Special Education Parent Survey (20-23)
 Strengths
 Across the last 4 years, Wayne County has surpassed the state percentage on Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. In fact, our percentage has increased every year.
 Across 4 years, parents said they were able to understand written reports and information shared with them regarding their child. (90+% agreement across 4 years). In 2023, this percentage was 98% agreement.
 Across 4 years, student accommodations and modifications were being discussed at IEP meetings. (90+% agreement across 4 years) In 2023, this percentage was 98% agreement.
 Across 4 years, parents felt teachers were available to talk to them about their child. (90+% agreement across 4 years) In 2023, this percentage was 95% agreement.
 Across 4 years, parents felt schools offered a variety of ways to communicate with teachers regarding their child. (90+% agreement across 4 years) In 2023, this percentage was 96% agreement.
 In 2023, all questions had at least 90% agreement.

Needs
 In 2023, 92% of parents agreed that the school gives parents the help they may need to play an active role in their child's education. This is a drop from 95.28% in 2022.
 Over the past 4 years, our lowest area of agreement was in regard to providing information on agencies that can assist in grade-level transitions and/or transitions to post-school settings. While we have increased the percentage of agreements to 90% from 87%.

Trends/Patterns
 In 2020, the response rate to surveys was the lowest of the last 4 years with 92 responses. We improved this rate each year with our highest response rate in 2022 with 340 responses. 2023 responses fell dramatically to 171 responses. Across the last 4 years of giving the special education parent survey, we have moved from having 7/10 questions with 90+% satisfaction/agreement responses to having 10/10 questions with 90+% satisfaction/agreement responses.

The data tells us:
 Special education staff are providing good information in the IEP and they are making themselves available to parents throughout the day in multiple ways. However, our response rate to the survey may indicate that we are not engaging with parents in order to get feedback from enough parents. We need to provide more opportunities for parents to play an active role in their child's education through parent engagement opportunities. Finally, we need to engage students and parents in transition activities that allow them to plan for their future. Leader in Me and transition plan goal setting activities will provide students and families with opportunities to increase their postsecondary outcomes as well as the addition of a new Transition Timeline tool created in the spring of 2023. Beginning in the

2023-24 school year, the Transition Timeline will be shared in digital or paper form to guardians at IEP meetings in order to provide access to outside services.

Mentoring Reimagined Program Survey

FY23 Mentee Data

83% rated 5 or 4 out of 5 in efforts to support new teachers

As a result of the guidance and support provided by their mentor
 92% Strongly Agree or Agree that their quality of instruction improved
 96% Strongly Agree or Agree that their assessment practices improved
 88% Strongly Agree or Agree that their classroom management practices improved

FY23 Mentor Data

100% rated 5 or 4 out of 5 in efforts to support new teachers
 100% rated 5 or 4 out of 5 in efforts to support mentor teachers
 100% Excellent or Very Good ratings for quality of experience as a mentor

FY23 Overall

Most Effective Program Component

Mentees and Mentors - Weekly meetings with mentors and mentees have been most effective in supporting mentee development

Mentors - Conducting observation cycles has been most effective in building their capacity as a teacher leader

Program Needs

Mentees and Mentors - Mentor Mentee pairing by common grade level in K-5 or subject area in 6-8

Mentees and Mentors -Multi-tiered approach based on need

Other Feedback

Wayne County's mentor/mentee program is fantastic with a great deal of resources available to all- mentors and mentees.

I feel like the program has already drastically improved from what it was when I participated about 5 years ago. The "Mentoring Reimagined" booklet and presentation were very thorough.

I feel the adjustments made this year have made this program an extremely successful, organized, and impactful program for both mentors and mentees

Based on the data and feedback provided, it can be concluded that Wayne County's mentor/mentee program in FY23 has shown positive outcomes and effectiveness. The majority of mentees reported improvements in their teaching practices, highlighting the impact of mentor support. Mentor satisfaction and dedication were high, with all mentors receiving excellent or very good ratings. The identified program components, such as weekly meetings and observation cycles, were seen as particularly effective in supporting mentee development and building mentor capacity. The feedback and suggestions provided by participants offer valuable insights for further program enhancement, including targeted mentor-mentee pairings and a multi-tiered approach based on individual needs. Overall, the data suggests that the program has made significant strides in delivering a successful and impactful mentoring experience for both mentors and

mentees.

FY22 Strengths – New Mentor Program

68.8% rated 5 out of 5 in efforts to support new teachers
 31.3% rated 4 out of 5 in efforts to support new teachers

81.3% rated 5 out of 5 in efforts to support mentor teachers
 18.8% rated 4 out of 5 in efforts to support mentor teachers

100% of mentors believed it supported the development of their own capacity as well as that of their mentees

41.7% of mentees strongly agree it helped them grow in their capacity as a teacher
 58.3% of mentees agree it helped them grow in their capacity as a teacher

Data from surveys administered in the 2021-22 school year indicate that both mentors and mentees feel supported in the WC New Teacher Mentoring Program. Specifically, in the Mentor End of Year Feedback Survey, 31.3% of participants rated the mentoring program a 4 out of 5 in its efforts to support new teachers. The remaining participants (68.8%) rated the program a 5 out of 5. Similarly, 18.8% rated the program a 4 out of 5 and 81.3% rated the program a 5 out of 5 in its efforts to support mentor teachers. 100% of mentors believed the program supported the development of their own capacity as well as that of their mentees. Data from the Mentee End of Year Feedback Survey indicated that all participants felt as though the program helped them grow in their capacity as a teacher - 41.7 strongly agree and 58.3% agree. New teachers indicated that the program encouraged them to consider taking on leadership roles or pursuing future teacher leader opportunities.

FY20 Strengths – Mentor Program

Mentor program continues to improve each year

FY20 Needs – Mentor Program

Multi-tiered approach based on need
 Fewer and better mentors

New Teacher Mentor Survey responses from FY20 indicate that the mentor program continues to improve each year but that a multi-tiered approach based on the need of new teachers should be explored. Also, fewer and better mentors are needed to work with new teachers instead of pairing every newly hired teacher with another teacher that may not be as effective as a mentor.

Based on feedback from FY20 survey, a new district-wide mentoring program was created in 2020-2021 and implemented 2021-22 that provides highly-effective, trained mentors for all new teachers as well as those who are transitioning to a new grade level or content area. All individuals in the program, mentors and mentees, were provided ongoing monthly professional development based on observation data as well as participant interest. These sessions included whole group and small group sessions as well as differentiated learning assignments. In addition to ongoing professional development, mentors met weekly with their new teachers to discuss needs and ways in which they could provide support. A

formalized coaching cycle was used to provide support in classroom instruction through observations, descriptive feedback, and mentor/mentee reflection opportunities.

Georgia Student Health Survey

GSCI	Question	Grades	2019	2020	2022	2023
EL-1	3. My school wants me to do well.	3-5	97%	97%	95%	95%
SEL-1	4. My school has clear rules.	3-5	95%	96%	94%	94%
SEL-1	5. I feel safe at school.	3-5	84%	81%	76%	76%
SEL-2	2. I feel like I do well in school.	3-5	70%	72%	65%	72%
SEL-3	9. I get along well with other students.	3-5	72%	71%	68%	71%
SEL-3	1. I like school.	3-5	62%	60%	52%	54%
SEL-1	8. Students in my class behave so teachers can teach.	3-5	49%	49%	41%	45%

3-5 Strengths

Support for Academic Success: The data indicates a consistently high percentage of students perceiving that their school wants them to do well. This suggests a supportive academic environment where students feel encouraged and motivated to succeed.

Clear School Rules: The majority of students consistently report that their school has clear rules. This indicates that there is clarity and structure in the school environment, which can contribute to a positive and orderly atmosphere.

3-5 Challenges

Classroom Behavior for Teaching: The data reveals lower percentages in the area of students perceiving that their classmates behave in a way that allows teachers to teach effectively. Additionally, the data shows relatively lower percentages of students perceiving that their classmates' behavior supports teachers' ability to teach. This suggests a need for improvement in creating a classroom environment conducive to learning and supporting teachers' instructional efforts.

Decline in Some Measures: There is a slight decline in percentages for certain measures over the years, such as liking school and getting along well with other students. While the decline is not substantial, it highlights the importance of

monitoring and addressing potential changes in students' experiences and well-being.						
GSCI	Question	Grades	2019	2020	2022	2023
SEL-3	5. I get along with other students.	6-12	87%	88%	85%	86%
SEL-2	3. I feel successful at school.	6-12	82%	81%	76%	78%
EL-1	57. I feel my school has high standards for achievement .	6-12	79%	80%	75%	76%
SEL-1	25. I feel safe at school.	6-12	69%	72%	65%	66%
SEL-1	58. The behaviors in my classroom allow the teacher to teach so I can learn.	6-12	65%	67%	63%	65%
SEL-3	1. I like school.	6-12	68%	68%	57%	60%
SEL-1	59. Students are frequently recognized for good behavior.	6-12	51%	58%	50%	52%
SEL-1	67. My school sets clear rules for behavior.	6-12	80%	82%	n/a	n/a
<p>6-12 Strengths</p> <p>Positive Social Interactions: The data indicates a relatively high percentage of students reporting that they get along with other students. This suggests a positive social environment where students have healthy relationships and interactions with their peers.</p> <p>Perceived Success at School: The majority of students report feeling successful at school. This indicates a sense of achievement and satisfaction in their academic pursuits, which can contribute to their overall well-being and motivation.</p> <p>6-12 Challenges</p>						

	<p>Classroom Behavior and Learning Environment: The data reveals moderate to low percentages in the area of behaviors in the classroom that allow teachers to teach effectively. This suggests a need for improvement in creating a more supportive and respectful learning environment that facilitates effective teaching and learning.</p> <p>Recognition for Good Behavior: The data shows relatively lower percentages of students perceiving that they are frequently recognized for good behavior. This indicates a potential gap in acknowledging and rewarding positive behavior, which can be important for fostering a positive school culture and motivating students.</p> <p>In summary, both 3-5 and 6-12 data reflect a rise in most areas from 2019 to 2020 followed by a decline in 2022. Student perceptions rose from 2022 to 2023, but not to the level of 2020. However, there is a declining trend in feelings of safety among students in both Grades 3-5 and Grades 6-12. The perception of classroom behaviors supporting effective teaching shows fluctuations and is the lowest area for all grades. These insights can be used to address the decreasing sense of safety and further promote a positive and supportive learning environment for students. Recognition of good student behavior may impact feelings of safety in grades 6-12.</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>	<ul style="list-style-type: none"> ● Tier 1 - Instructional framework for classrooms ● Tiers of intervention for behavioral issues of students ● MRA (Measurable Results Assessment) data for the Leader in Me initiative ● Professional Learning Community (PLC) Processes ● Recruitment, induction, and mentoring processes
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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>Instructional Framework● In FY23, the first year of implementation was focused on introducing each section of plan, teach, monitor, refine. Most schools used the PLC district observation rubric to monitor PLC implementation.</p> <ul style="list-style-type: none"> ● In FY22, an Instructional Framework team was created, which is comprised of members from all eight schools and the central office. The teams were divided into the domains of plan, teach, assess, and reflect. Each team developed processes for their domain. The district lead team will finalize the WC Instructional Framework over the summer, and it will be ready for a pilot implementation at the beginning of the 22-23 school year. ● In FY21, an established and clearly communicated instructional framework is needed to ensure Tier 1 instruction is effective in all grade levels. Professional learning for teachers and administrators is needed so that teachers receive the support needed for classroom observations through coaching and descriptive feedback. Vertical alignment processes should be established and implemented in building a stronger curriculum (especially in math).
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Tiers of Intervention for Behavior ● FY23 – We have continued supporting staff and students with behavioral interventions. We continue to need more proactive options in supporting students with chronic behavior concerns. Our staff had the support of our Intervention Support Specialists, School Psychologists, and BCBA this year.

- FY22 - Elementary schools need more choices in dealing with chronic discipline problems. These choices need to include a proactive approach through work with a contracted BCBA and working with restorative justice techniques and research-based consequences that allow learning to continue for all students.

- FY21 - More professional learning is needed for teachers to learn how to deal with some of the more challenging behaviors. As part of supporting teachers and students, more alternatives should be provided for proactive instead of reactive approaches to disruptive behavior. The tiers of intervention for behavior need to be clearly defined and followed to provide support for teachers and students. Roles and responsibilities of counselors should be clearly defined as part of the process.

- FY20 - Discipline/behavioral processes were reviewed by the CNA climate/culture team. The team noted that most of the processes associated with behavior are reactive and not proactive. It was recommended that the district develop an implementation plan to phase the "Leader in Me" program into all schools in the district. MTSS Process

MTSS Process FY23 - We focused on revising the MTSS process to determine the specific needs students have and ways to meet them. Currently, we are trying to shift from the same computer-based intervention for academics to an alignment of student needs with the intervention.

FY22 - The MTSS process is active. We have too many students at Tiers II and III. There were many students referred for SPED this year. We need interventions for various student needs. The process has become prescriptive and not specific.

FY21 - The MTSS process was given high priority in moving struggling students academically. STAR data and progress monitoring data indicate that the majority of students are positively affected by the interventions provided.

FY20 - As interventions were considered, it was also noted that Tier 1 instruction should not become secondary to interventions. School principals are encouraged to become innovative in their approach to using tutors, interventions, and providing MTSS services in a way that students will not miss Tier 1 instruction. There will also be more of an effort to ensure that additional support is relevant to and aligned to the

	<p>general education coursework.</p> <p>MRA (Measurable Results Assessment) for Leader in Me initiative The Measurable Results Assessment (MRA) data is used in conjunction with the Leader in Me initiative. All 8 schools are now implementing The Leader in Me, and all eight schools are receiving CORE training, coaching, and Lighthouse Team Training. Training involves instructional coaches, principals, teachers, paras, counselors, and office staff. Wayne County schools is moving towards a climate and culture that is becoming more positive with the inclusion of whole-person wellness.</p> <p><u>Strengths</u> FY23 - Staff, including teachers, students, and families feel they have a voice and are valued FY23 - Teachers feel their school sets and works toward goals FY22 - Students are becoming empowered to take control of their learning by becoming academically self-efficient by setting goals and teachers providing support for their goals. FY22 - Families reported feeling more prepared to help their child at home with school needs including social/emotional needs. FY22 - Systemwide students feel a positive school climate and feel better at belonging at school.</p> <p><u>Needs</u> FY23 - Staff, including teachers, feel that the school climate is low. Not all staff think everyone sees the worth and potential in every student and works to provide the support each student needs. FY23 - Students report they don't have high trust and connection with their teachers to talk about problems.. FY21 - Families feel inadequate in helping their child at home with school needs including social/emotional needs. FY21 - Systemwide students do not feel a sense of belonging to the school that they attend.</p> <p>Professional Learning Community (PLC) Processes FY23 - The PLC process has become a focus for several schools. Three schools attend Solution Tree training this school year to fully implement PLC in their schools. The planning area of the WCSS Instructional Framework was also a focus this year. Most school used the district PLC implementation tool to measure their progress with PLCs.</p> <p>FY22 - Additional PLCs have been formed at schools (i.e. WCHS - MTSS PLC, Instructional Leadership Team PLC, etc.) to further provide supports for building collective teacher efficacy. More support and accountability from the district level will ensure that the PLC process is being followed with fidelity throughout the district. Productive PLCs are a large part of the plan domain in the new Wayne County Instructional Framework.</p> <p>FY21 - The professional learning community process in the district</p>
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	varies among all schools. PLC's will be reviewed throughout the district to determine if non-negotiables/expectations for PLC's are needed as part of the instructional framework
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What achievement data did you use?	<ul style="list-style-type: none"> ● GMAS ● Graduation Rate ● iReady ● ACCESS
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What does your achievement data tell you?	<p>The following needs were identified based on district data analysis.</p> <ol style="list-style-type: none"> 1. A clearly communicated Instructional Framework 2. Appropriate interventions for students 3. Evidence-based curriculum and practices to support ESOL, migrant, and special education students 4. Monitoring and coaching of effective research-based classroom practices 5. Intentional professional learning based on data-driven needs 6. Leadership development that supports effective leadership teams <p>These needs determine our District Improvement Goals and the Action Steps taken to accomplish the goals.</p> <p>A systemic challenge is low achievement in our two middle schools. This is evident in i-Ready data, common assessment data, and past GMAS scores. The teacher turnover rates are also higher at these schools, which can interfere with student learning.</p> <p>In many areas, prior to the pandemic, Wayne County was experiencing an increase in state test scores. The dips we experienced because of the pandemic did not significantly affect our standing when compared to our RESA area and the state. However, those dips, as evidenced by our universal screener data, have created gaps in the learning that must be addressed.</p> <p>GA Milestones EOG and EOC Preliminary results ELA - In grades 3-8, ELA mastery scores remain in the 30-40% range with upward movement in grades 3 and 8. High school American Literature scores showed a slight loss from 39% mastery in 2021 to 37% mastery in 2022. In FY20, mastery increased to 44%.</p> <p>Math - In grades 3-8, mathematics mastery scores remain in the 30-40% range with upward movement in grades 6 and 8. High school Algebra I scores showed a slight decrease from 38% mastery to 32% mastery in 2022. They increased in FY23 to 39% mastery.</p> <p>Graduation Rate Our graduation rate for 2020 increased to 93.45% from 93% in 2019. It was a celebration to have been able to maintain such a high graduation rate considering the pandemic which caused us to shut down our schools from March - May. The four-year cohort graduation rate for 2021 was 93.8%, compared to the state's</p>
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rate of 83.7%. Our students with disabilities subgroup was our leading subgroup with a graduation rate of 97.56%. In FY22, the 4-year cohort graduation rate was 90.1% and 5 year was 94.088%.

iReady Data
 ELA - K-8

iReady relative placement distribution reflects score increases for many students.

Level	Fall FY23	Spring FY23	Growth
Mid or Above Grade Level	12%	29%	17%
Early on Grade Level	15%	22%	7%
1 Grade Level Below	37%	27%	-10%
1 Grade Level Below	35%	22%	-13%

In Fall FY23, 12% of students were performing at or above grade level. By Spring FY23, this percentage increased to 29%, showing a growth of 17%.

15% of students were performing early on grade level. This percentage grew to 22% in Spring FY23, indicating 7% of student scores increased..

The majority of students, 37%, were performing one grade level below. However, in Spring FY23, this percentage decreased to 27%.

Thirty-five percent of students were performing more than one grade level below. By Spring FY23, this percentage decreased to 13% to only 22% of students scoring more than one grade level below according to the iReady diagnostic assessment.

Overall, there was growth in the percentage of students performing at or above grade level, while the percentage of students performing one or more grade levels below decreased. Student spring percentage of on and above grade level this year is only 1% different than last year's spring on or above grade level percentage.

FY22 Diagnostic

In reading, we had a greater percentage of students who were 2-3 grades below grade level according to the beginning of the year diagnostic as compared to 2019. However, the percentages were much lower for reading than for mathematics.

In reading, we did not experience any losses between the winter 2019 diagnostic and the fall 2020 diagnostic. There was some growth in almost every grade level except for grade 7, where the students had the same average score between the two administrations.

In reviewing how relative placements have changed in i-Ready Reading from Spring 21 to Spring 22, there were areas of growth at all levels except the lowest level, 3+ grade levels below. Grades 3, 6, and 8 were grade levels that showed a slight gain in the lowest level. Wayne County's placements are slightly below the national norms. Growth data places all grade levels in the low performance/high growth quadrant except in grades 1 and 6, which fall into low performance/low growth. The longitudinal cohort analysis of i-Ready reading data shows a downward trend for grades 1, 6, 7, and 8 and an upward trend for grades 2, 3, 4, and 5. These data points show that we are consistently moving students up through the levels but will need to provide targeted interventions to make a more significant impact.

FY23 Spring Benchmarks

On and Above Grade Level
 77% of kindergarten students
 59% of 1st grade students
 62% of 3rd grade students
 48% of 4th grade students
 36% of 6th grade students
 37% of 8th grade students
 53% of 3rd - 5th grade students
 38% of 6th - 8th grade students

Seventy-seven percent of kindergarten students are on or above grade level. There is an 18% decrease to only 59% of first graders on or above. The same pattern is evident when comparing 3rd grade to 4th grade and 5th grade to 6th grade. Sixty-two percent of 3rd graders are on or above, and the percentage declines across grades. Thirty-six percent of 6th graders are on or above. The total 3rd through 5th grade on and above is 53%.

Middle school percentages of on and above fluctuate some at each grade level, with the greatest at 7th grade at 42%. Total 6th through 8th grade scores on and above was 38%. In the comparison across all grade levels, the reading spring diagnostic percentage of on and above students at each grade level peaks in 3rd grade at 62%.

FY23 Math Diagnostic

iReady relative placement distribution reflects score increases for many students.

Level	Fall FY23	Spring FY23	Growth
Mid or Above Grade Level	4%	22%	18%
Early on Grade Level	11%	22%	11%
1 Grade Level Below	51%	37%	-14%
1 Grade Level Below	34%	19%	-15%

In Fall FY23, 4% of students were performing at or above grade level. By Spring FY23, this percentage increased to 22%, showing a growth of 18%. 11% of students were performing early on grade level. This percentage doubled to 22% in Spring FY23. The majority of students, 51%, were performing one grade level below. However, in Spring FY23, this percentage decreased to 37%. 34% of students were performing more than one grade level below. By Spring FY23, this percentage decreased to 19%.

Overall, there was growth in the percentage of students performing at or above grade level, while the percentage of students performing one or more grade levels below decreased. Student spring percentage of on and above grade level this year is only 1% different than last year's spring on or above grade level percentage.

FY22 Diagnostic

In mathematics, we had a greater percentage of students who were 2-3 grades below grade level according to the beginning of the year diagnostic compared to 2019. We attribute much of this to the COVID slide, but this information tells us

that we need to ensure appropriate interventions for a larger number of students.

In grades 4-7, students experienced a loss between the winter 2019 diagnostic and the fall 2020 diagnostic. The losses were not huge, but there was no gain, indicating that the loss of instructional time was damaging.

In reviewing how relative placements have changed in iReady math from Spring 21 to Spring 22, there were areas of growth at all levels except the lowest level, 3+ grade levels below. These data points show that we are consistently moving students up through the levels but will need to provide targeted interventions to make a more significant impact. Grades 2, 6, and 7 were grade levels that showed a slight gain in the lowest level. Wayne County's placements are slightly below the national norms. The longitudinal cohort analysis of i-Ready mathematics data shows a downward trajectory for grades 1, 3, and 4 and an upward trend for grades 2, 5, 6, and 7.

FY23 Spring Benchmarks

On and Above Grade Level

71% of kindergarten students
 46% of 1st grade students
 50% of 5th grade students
 38% of 6th grade students
 49% of 3rd - 5th grade students
 33 % of 6th - 8th grade students

Seventy-one percent of kindergarten students are on or above grade level. There is a 25% decrease to only 46% of first graders on or above. The same pattern is evident when comparing 5th grade 6th grade. Fifty percent of 5th grade scores were on or above and only 38% of 6th grade were on and above.

Total 3rd through 5th grade on and above scores were 49%. Total 6th through 8th grade scores on and above was 33%. In the comparison across all grade levels, math spring diagnostic percentage of on and above students at each grade level peaks in 4th grade at 53% and decreases for each grade level thereafter.

iReady – Migrant Data

Reading Average Typical Growth

- In 2 out of 5 elementary schools, more migrant than non-migrant students met or exceeded
- In elementary school, 51% of migrant and 49% of non-migrant met or exceeded
- In middle school, 58% of migrant and 52% of non-migrant met or exceeded
- Overall, 55% of migrant students and 51% of non-migrant students met or exceeded

Math Average Typical Growth

- In 3 out of 5 elementary schools, more migrant than non-migrant students met or exceeded
- In elementary school, 48% of migrant and 50% of non-migrant met or exceeded
- In middle school, 51% of migrant and 51% of non-migrant met or exceeded
- Overall, 51% of migrant students and 50% of non-migrant students met or exceeded

iReady – ESOL Data
 GMAS Data
 FY22 - ESOL students scored above non-ESOL students in all subjects and areas.

Reading Average Typical Growth
 In 4 out of 5 elementary schools, more ESOL students or the same percent of ESOL students as non-ESOL students made annual typical growth
 In elementary school, 45% of ESOL and 48% of non-ESOL met or exceeded
 In middle school, 73% of ESOL and 52% of non-ESOL met or exceeded
 Overall, 50% of ESOL students and 50% of non-ESOL students met or exceeded

Math Average Typical Growth
 In 2 out of 5 elementary schools, more ESOL than non-ESOL students met or exceeded
 In elementary school, 38% of ESOL and 43% of non-ESOL met or exceeded
 In middle school, 55% of ESOL and 51% of non-ESOL met or exceeded
 Overall, 42% of ESOL students and 46% of non-ESOL students met or exceeded

Median Annual Typical Growth

	Reading		Math	
ELEMENTARY	All Students	ESOL	All Students	ESOL
JEB	108%	116%	91%	99%
JES	114%	89%	100%	97%
MRSE	104%	106%	94%	112%
OES	139%	161%	115%	145%
SES	135%	116%	119%	100%
Average	120%	118%	104%	111%
MIDDLE SCHOOL	All Students	ESOL	All Students	ESOL
AWMS	67%	146%	92%	111%
MPMS	153%	100%	100%	108%
Average	110%	123%	96%	110%
ALL K-8	All Students	ESOL	All Students	ESOL
Average	117%	119%	102%	110%

The median percent progress towards typical growth is reported. Typical growth is the average annual growth for a student in their grade level and baseline placement level.

iReady reading data show the median for ESOL students' average growth was above the all student group for 3 of 5 elementary schools and 1 of 2 middle schools. The average median growth overall for K-8 ESOL students was 2% higher than the all student average median growth.

iReady math data show the median for ESOL students' average growth was above the all student group for 3 of 5 elementary schools and both middle schools. The average median growth overall for K-8 ESOL students was 7% higher than the all student average median growth.

Overall, ESOL students average of median growth was higher than the all student group in both reading and math.

ACCESS Testing

FY23 – 3.25% of students exited with CPL of 5.0

FY22 – 1.3% of students exited with CPL of 5.0

FY21 – 8% of students exited with CPL of 5.0

FY23 – 3.25% of students exited through reclassification team determination

FY22 – 6% of students exited through reclassification team determination

FY21 – 6% of students exited through reclassification team determination

FY23 – 6.5% of students exited the ESOL program

FY22 – 7% of students exited the ESOL program

FY21 – 14% of students exited the ESOL program

ACCESS Testing and Exit Numbers: The percentage of students exiting the ESOL program decreased from 14% in FY21 to 6.5% in FY23. The majority of students exited the program through reclassification team determination.

Migrant Data

Reading Growth

In grades K-5, the average gain in reading for all students was 21 points. In

grades K-5, the average gain in reading for migrant students was 33 points.

In grades 6-8, the average gain in reading for all students was 13 points. In

grades 6-8, the average gain in reading for migrant students was 26 points.

In grades 9-12, the average gain in reading for all students was 18 points. In

grades 9-12, the average gain in reading for migrant students was 21 points.

Math Growth

In grades K-5, the average gain in math for all students was 13 points. In grades

K-5, the average gain in math for migrant students was 36 points.

In grades 6-8, the average gain in math for all students was 10 points. In grades

6-8, the average gain in math for migrant students was 16 points.

In grades 9-12, the average gain in math for all students was 8 points. In grades

9-12, the average gain in math for migrant students was 21 points.

Migrant Data School Readiness

100% of students – PFS and non-PFS – met/exceeded standards. Two children did not take the post-assessment to show growth data.

Grades K-5

Migrant Grades K-5 Reading – 86% of PFS K-5 students met/exceeded standards; 100% of non-PFS K-5 students met/exceeded standards.

Migrant Grades K-5 Math – 73% of PFS K-5 students met/exceeded standards; 100% of non-PFS K-5 students met/exceeded standards.

Grades 6-8

Migrant Grades 6-8 Reading – 69% of PFS K-5 students met/exceeded standards; 25% of non-PFS K-5 students met/exceeded standards.

A systemic challenge is low achievement in our two middle schools. This is evident in i-Ready data, common assessment data, and past GMAS scores. The teacher turnover rates are also higher at these schools, which can interfere with student learning.

In many areas, prior to the pandemic, Wayne County was experiencing an increase in state test scores. The dips we experienced because of the pandemic did not significantly affect our standing when compared to our RESA area and the state. However, those dips, as evidenced by our universal screener data, have created gaps in the learning that must be addressed.

What demographic data did you use?

- Enrollment
- Gifted
- Graduation Rate by subgroup
- Discipline
- Attendance by subgroup

What does the demographic data tell you?

Enrollment Overall system enrollment has begun to increase, almost reaching our pre-pandemic enrollment level. The system was in a downward trajectory despite a steady upward trend in county population from FY19-FY21. With the increase in enrollment comes additional opportunities to maximize scheduling to increase FTE count and state funding for the district.

FY23 - Fall FTE 5,172
 FY22 - Fall FTE 5,101
 FY21 - Fall FTE 5,004
 FY20 - Fall FTE 5,364
 FY19 - Fall FTE 5,383

Discipline Incidents Elementary students with incidents have increased. Total students with incidents are decreasing. High school and middle school students with incidents have decreased significantly since FY17. The total number of incidents for the system has drastically declined. Elementary total incidents have increased by 2% since FY17 but by 19% since FY18. The number of high school incidents has decreased by 56% from FY17 to FY21. Middle school incidents have decreased by 43% since FY17.

Total students with incidents – Percent of students receiving ISS – Percent of students receiving OSS

- FY21 – 697 students – 8.3% - 4.8%
- *FY20 – 756 students – 9.4% - 3.8%
- FY19 – 853 students – 9.8% - 4.7%
- FY18 – 883 students – 8.9% - 6.7%
- FY17 – 1,002 students – 8.8% - 6.7%

Percent students with incidents by Grade Band – High – Middle – Elementary

- FY21 – 19% - 20% - 6%
- *FY20 – 21% - 25% - 4%

- FY19 – 22% - 27% - 5%
- FY18 – 29% - 24% - 4%
- FY17 – 33% - 26% - 5%

Total Incidents – Percent of incidents resulting in ISS – Percent resulting in OSS

- FY21 – 1,509 incidents – 63.1% – 23.3%
- *FY20 – 1,596 incidents – 67.9% - 17.7%
- FY19 – 2,014 incidents – 62.6% - 20%
- FY18 – 2,569 incidents – 48.5% - 27%
- FY17 – 2,825 incidents – 42.9% - 23.3%

Total Incidents by Grade Band – High – Middle – Elementary

- FY21 – 693 – 595 – 221
- *FY20 – 700 – 743 – 153
- FY19 – 830 – 994 – 190
- FY18 – 1401 – 982 – 186
- FY17 – 1563 – 1045 – 217

Attendance White and multi-racial subgroups have the highest rate of absences over 5 days, excluding SWDs.

White Students – 5 or fewer – 6 to 15 days – more than 15

- FY21 – 25% - 41% - 34%
- FY20 – 53% - 38% - 9%
- FY19 – 43% - 42% - 15%

Multi-Racial Students – 5 or fewer – 6 to 15 days – more than 15

- [LM1] FY21 – 25% - 36% - 39%
- FY20 – 53% - 33% - 14%
- FY19 – 42% - 41% - 18%

Black Students – 5 or fewer – 6 to 15 days – more than 15

- FY21 – 32% - 36% - 31%
- FY20 – 62% - 31% - 7%
- FY19 – 56% - 33% - 11%

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>Coherent Instructional System In FY24, we will begin the first year of our 5-year strategic plan. Our primary objective is to strategically implement the structures within our educational system to ensure coherent instruction throughout. The focal point of decision-making across the district will be to fortify the implementation of our Wayne County Instructional Framework. By doing so, we aim to realign our mindset and direct our actions consistently toward achieving our collective vision of student achievement. To articulate our commitment more effectively, we have enhanced our strategic plan initiatives and district improvement plan action steps. These revisions provide a clearer expression of how our endeavors to implement systems of continuous improvement will directly benefit students and foster their growth.</p> <p>Planning for Quality Instruction- Wayne County has pacing guides and instructional frameworks, along with up-to-date instructional resources and a protocol for Professional Learning Communities that support planning for quality instruction. However, anecdotal evidence from our internal stakeholder meeting tells us that Wayne County does not have a clearly communicated instructional framework that guides all teaching and learning in the system. There is a significant need for work regarding a common instructional framework that is reflected in classrooms and in our monitoring processes and impact checks.</p> <p>Delivering Quality Instruction- Our universal screener data, MTSS data, and small pockets of data from our screening for the gifted and talented program suggest a need to focus on quality, tier one instructional practices. A greater focus on a system-wide instructional framework will facilitate the in-depth work for improving tier one instruction. The recent professional learning through the LETRS program has helped to strengthen literacy instruction in Wayne County. This is a project that we need to continue in order to see future growth in the literacy abilities of our students. There is anecdotal evidence that a need still exists in the secondary grades of providing support for teachers for addressing students who come to them reading below grade level. Continuing LETRS professional learning into the secondary schools would assist with this problem. There is a slight downward trend in mathematics</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>scores, especially in the middle grades. Continued work with our FDRESA mathematics consultant on building strong instructional units is an important focus.</p> <p>Monitoring Student Progress-Wayne County has common unit assessments for all content areas and all grade levels. Grade level and content area professional learning communities analyze the data from these assessments to monitor student progress and to improve instruction. A current need is the development of common formative assessments and to use those pervasively to create a better balance between formative and summative assessments.</p> <p>Georgia District Performance Standards Coherent Instruction Trends and Patterns</p> <p>Learning and Teaching standards 1-3 have similar patterns with high Exemplary and Operational ratings, indicating that schools are effectively engaging and supporting systematic processes for curriculum design and alignment with required standards.</p> <p>Standard 1: Engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards</p> <p>Standard 2: Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools</p> <p>Standard 3: Guides, supports and evaluates the implementation of curriculum, instruction, and assessments</p> <p>Learning and Teaching standard 6 shows a higher number of Emerging ratings, suggesting the need for further guidance and support in the selection and implementation of effective instructional strategies.</p> <p>Standard 6: Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning</p>
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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>There are 12 directors at the central office and the superintendent. There are five certified support personnel that are housed at the central office which includes 3 MTSS specialists, a behavioral analyst, and 2 Licensed Professional Counselors who work with students facing Trauma. There are a total of 18 leadership positions in the Wayne County School System at the school level. A great majority of the leaders in the system are retained each year.</p> <p>Our leadership focus for the upcoming year is on Instructional Leadership. While our principals have many strengths in management and building relationships, we need to grow in instructional decision making and establishing a climate that puts learning at the forefront. In FY23, we adjust the format of our monthly principals' meetings to include a professional development session. The aim was to have discussions on school improvement, budgeting, and instruction. Principals shared the progress of school initiatives and worked in grade</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>span groups to share knowledge and ideas. The last session was set up in small groups and principals rotated through each department to discuss the upcoming year.</p> <p>In FY22, the district office offered a monthly Wayne Professional Leadership Collaborative to all administrators and instructional coaches in the district to share and reflect on leadership skills and practices. Even though we have at least 2 positions that will be vacated due to attrition in the next year, we do not have a specific mentoring program in place for administrators. Wayne County Schools experienced the value of a mentoring program as our new teacher mentoring program was successful with 100% of mentors reporting they felt the experience built leadership capacity for them and mentees.</p> <p>Building capacity within the schools and district is a need. One strategy utilized is the "buddy" support system, which is the pairing of a director with a specified school. The "buddies" from the central office meet with the school's leadership teams to assist in facilitating school improvement activities. The district "buddies" provide support in reviewing data, developing the school improvement plan, and planning a budget to address action steps in the school improvement plan. According to the School Improvement Rubric Ratings for each school, the buddy system is improving school improvement processes. (Include those percentages) The district buddies also assisted principals with instructional walk-throughs for elementary, middle, and high schools. The data from stakeholders maintain that this is an effective approach in building capacity for distributive leadership.</p> <p>Data have been reviewed that indicate to improve student achievement, an emphasis should be placed on improving Tier 1 instruction. Leaders in the central office and schools with guidance from Hanover, have been involved in developing a new Instructional Framework for the district. In SY23, the district will provide professional learning to all staff on the expected use of the framework. The curriculum department will outline expectations for the implementation and monitoring of the implementation. Coaching and providing descriptive feedback during and after observations to monitor Tier 1 instruction will be a component of leadership development.</p> <p>There is also a need for leaders to become more involved in the recruitment, induction, development and retention of teachers. The mentoring program in Wayne County continues to improve, but some changes will result as provided by surveys and stakeholder input.</p> <p>Georgia District Performance Standards Effective Leadership Trends and Patterns</p> <p>Vision and Mission Standard 1 and Governance standards 1 and 2 have high Exemplary and Operational ratings, indicating the successful creation and communication of district vision, mission, and core beliefs, as well as alignment of policies, procedures, and practices with laws and regulations.</p> <p>Vision and Mission Standard 1: Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>focus on preparing all students for college and career readiness</p> <p>Governance Standard 1: Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching</p> <p>Governance Standard 2: Uses an established process to align policies, procedures, and practices with laws and regulations</p> <p>Planning, Organizing, and Monitoring standards 1 and 3 have relatively lower Exemplary ratings, suggesting the need for improvement in problem-solving, decision-making, and barrier removal processes.</p> <p>Planning, Organizing, and Monitoring Standard 1: Uses a collaborative, data-driven planning process at the district and school levels for improving student learning</p> <p>Planning, Organizing, and Monitoring Standard 2: Uses protocols and processes for problem solving, decision-making, and removing barriers</p> <p>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</p> <p>Creating and Maintaining a School Climate and Culture Conducive to Learning</p> <p>GA Student Health Survey Effective Leadership Indicators Trends and Patterns</p> <p>Based on the provided data from the Georgia Student Health Survey, the following trends and patterns can be observed for the specific questions related to students' perception of high standards for achievement and their school's support for their success:</p> <p>High standards for achievement (EL-1, grades 6-12): The percentage of students who feel that their school has high standards for achievement shows a relatively consistent trend. From 2019 to 2022, there is a slight decline from 79% to 75%. However, in 2023, there is a small increase to 76%. Overall, the perception of high standards remains relatively stable over the years.</p> <p>School support for student success (EL-1, grades 3-5): Students in grades 3-5 consistently report a high level of support from their school to do well. The percentage of students who feel that their school wants them to do well remains consistently high, with no significant changes observed over the years. The values remain at 97% in 2019, 2020, 2022, and 2023.</p> <p>These trends suggest that students, both in grades 6-12 and grades 3-5, generally perceive their schools as having high standards for achievement and providing support for their academic success. While there may be slight fluctuations, the overall patterns indicate a positive perception of the school's commitment to academic excellence and student achievement.</p>
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Strengths and Challenges Based on Trends and Patterns

<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>Attracting and Retaining Staff Data</p> <p>There is some evidence that the use of electronic billboards, job fairs, district social media posts, district website posts, and Teach Georgia and Applitrack posts attract new employees somewhat effectively. For FY20, 21 out of 39 positions were filled through these efforts according to data presented by the Human Resources Department. Anecdotally, the director said Facebook posts appeared to be the most effective. (Data Source: Local HR department data)</p> <p>Teachers with less than 4 years of experience fluctuated from FY18-FY20 from 33%, 35% to 32% respectively. Teachers hired on a provisional waiver fluctuated from FY18-FY20 from 6%, 7% to 5%. Teacher retention percentages have increased from FY18-FY20 from 86% to 89%. (Data source: SI Dashboard)</p> <p>Locally gathered data from school administrators in FY21, showed that 14% of our teachers were either new to their academic content or grade level. One of our middle schools reported almost 32% of their staff was teaching in new content or in a new grade level.</p> <p>From FY18-FY20, the percentage of retained leaders has varied from 80% (FY18), 62% (FY19) to 98% (FY20). In the same time frame, the percentage of inexperienced leaders has been variable from 30% (FY18), 46% (FY19), to 41% (FY20). (Data source: SI Dashboard)</p> <p>Our district engages teachers in leadership opportunities throughout the district with the Model Classroom Teacher program, Leadership Development course, and GLISI activities. During FY20, we had 10 teachers enrolled in the Model Classroom Teacher program. This is an increase from 5 teachers in FY19. While placement in GLISI cohort is not purely to develop leaders, we have data that shows that those who participate tend to move into leadership. As of FY21, The following percentages of cohort members who were not in leadership at the time of attending GLISI have since moved into leadership positions: 44% (FY16 Cohort), 33% (FY17 Cohort), 0%(FY18 Cohort), and 11%(FY19 Cohort).</p> <p><u>Mentoring Program Trends and Patterns</u></p> <p>Based on the data and feedback provided for FY20, it was recognized that the mentor program needed improvement. The survey responses from the New Teacher Mentor Survey indicated that the program was improving each year, but there was a need for a multi-tiered approach based on the specific needs of new teachers. Additionally, it was suggested that there should be fewer mentors, but with a focus on selecting highly effective ones.</p> <p>In response to this feedback, a new district-wide mentoring program was developed and implemented in the 2021-22 school year. The program aimed to provide highly effective and trained mentors for all new teachers, as well as those transitioning to a new grade level or content area. Ongoing monthly professional development was provided to both mentors and mentees, based on observation data and participant interests. These sessions included a mix of whole group and small group activities, as well as differentiated learning assignments.</p> <p>A key component of the new program was the weekly meetings between mentors and new teachers. These meetings allowed for discussions about specific needs and ways in which the mentors could provide support. Additionally, a formalized</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>coaching cycle was introduced, which involved observations, descriptive feedback, and opportunities for mentor-mentee reflection. This cycle aimed to provide targeted support in classroom instruction.</p> <p>Overall, the new mentor program in FY21 addressed the identified needs from the previous year's feedback. By focusing on providing effective mentors and tailoring support to the individual needs of new teachers, the program aimed to enhance the mentoring experience and contribute to the growth and development of both mentors and mentees.</p> <p><u>Mentoring Reimagined</u></p>			
		Progression	Mentors	Mentees
	FY23	Year 2	33	71
	FY22	Year 1	30	67
	FY21	Mentoring Reimagined developed		
	FY20	Feedback from previous mentoring program resulted in the development of Mentoring Reimagined		

<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><u>Georgia District Performance Standards Family and Community Engagement Trends and Patterns</u></p> <p>Vision and Mission standard 2 and Family and Community Engagement standard 1 show balanced Exemplary and Operational ratings, indicating effective practices in family and community engagement.</p> <p>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</p> <p>FCE Standard 1: Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching</p> <p>Governance standard 3 and Family and Community Engagement standard 3 have higher Exemplary ratings, suggesting successful communication of district policies, procedures, and feedback opportunities for families and community members.</p> <p>Governance Standard 3: Communicates district policies and procedures in a timely manner to relevant audiences</p> <p>FCE Standard 3: Ensures that families and community members have feedback and problem-solving opportunities throughout the district</p> <p>The trends and patterns below indicate that a priority should be placed on engaging families in the program and processes of the district and school. The importance of the Title I parent surveys and the data analysis of the surveys were emphasized in principals' meetings and modeled by the district during the comprehensive needs assessment process. The Family and Support Engagement Specialist encouraged schools to obtain surveys for at least 25% of the student population count. There were 791(564) surveys completed.</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>Conclusions drawn from the Title I Parent Surveys (FY 22)</p> <p>Over 95% of parents feel that they are adequately informed and provided opportunities into the development and design of school rules, policies, and activities. Approximately 53% of parents are concerned that parent training and school meetings are offered at times when they are unavailable to attend meetings and family schedules keep families from participating in school events. Since all meetings have been virtual this year, parents can watch the meetings at a time that is convenient for them. Over 60% of parents feel most involved through parent/ teacher/ student conferences. 60%(36%) of parents felt that their greatest need for activities were activities that educated them on how to help children continue the learning process at home. Over 56% of parents stated that teacher contact is the most effective way to share information about the child and school activities. 42% of parents would like more information on helping their child with math(25%) and high school requirements for graduation(34%). Overall our results showed 89% of families were fairly satisfied to extremely satisfied with our school district and felt supported overall.</p> <p>The data tells us that only 22%(53%) of our parents communicate with the school on a weekly basis and 8% participated in a parent and family engagement activity, event, or program in the past year. Over 60% of parents prefer one on one opportunities to meet with the teacher. According to over 250 comments, 75% of parents feel the individual setting is more meaningful and beneficial and parents want better communication from schools to improve family engagement activities at school and to help strengthen family engagement at the school and district level. Everyone is learning just how important communication and collaboration is for our students to excel in their academic growth. Approximately half of the comments dealt with the pandemic. We will continue to structure the support for our families and community based on their needs.</p> <ul style="list-style-type: none"> ● Some staff members/teachers need more support and training in effective communication ● Consideration for different/varied resources that can be provided to parents to assist them in supporting their children's academic and behavioral goals ● Consideration to obtain feedback from groups in which parents are a part, such as PTO and School Council ● Consideration of stakeholder participation that is broader and more inclusive <p>Academic Parent Teacher Teams will continue to be a major parent engagement initiative that empowers parents to become more informed about curriculum. APTT is also powerful in building parents' confidence and strategy toolkits to assist their children at home with their schoolwork. All of our elementary schools and middle schools are using the APTT model.</p> <p>The Wayne County School System has transitioned to online enrollments to better meet the needs of our community and families. Parents can complete all enrollment forms online. All enrollments are now offered in English and Spanish, with over 1000 online enrollments in this school year.</p> <p>Partners in Education is a very supportive community group that is composed of</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>parents, educators, and community members. They have been instrumental in raising funds to give back to our schools for years.</p> <p>There is a need to promote and utilize the parent portal more fully within Infinite Campus. Parents have the opportunity to see real time grades, assignments, and attendance. At the high school level, a new section of Infinite Campus is being added called Multi-year Academic Plan (MYAP). This will allow parents to view their child's full transcript and progress towards graduation. Below is a graph that represents the percentage of parents that have a parent portal account:</p> <p>FY22</p>				
	WCHS		67.81% 66.58%		
	AWMS		67.64% 63.12%		
	MPMS		65.87% 63.78%		
	JEB		61.56% 51.63%		
	JES		56.06% 55.22%		
	MRSE		46.79% 43.81%		
	OES		64.79% 61.94%		
	SES		70.87% 63.39%		
	<p>Kinvo is a powerful, user-friendly technology tool that equips educators, parents, and students with the ability to communicate. Kinvo allows school system employees the ability to send messages to an entire system, a whole school or class, small groups, or individuals.</p> <p>Below is a table showing the number of Kinvo messages sent: (FY22)</p>				
	School	Sent Messages	Incoming Messages	Exchanged Messages	Rate of Reply
	WCHS	26,734(242,062)	1,534(26,603)	28,268	5.74%(11%)
	AWMS	19,909(263,898)	880(15,431)	20,789	4.42%(5.8%)
	MPMS	11,145(235,302)	1,040(14,951)	12,185	9.33%(6.4%)
	JEB	15,268(201,953)	2,109(25,163)	17,377	13.81%(12.40%)
JES	15,719(261,493)	1,870(30,610)	17,859	11.9%(11.70%)	
MRSE	9,834(140,283)	1,252(22,341)	11,086	12.73%(15.90%)	
OES	12,762(195,369)	1,372(22,047)	14,134	10.75%(11.20%)	
SES	4,967(50,605)	378(7748)	5,345	7.61%(11%)	

Strengths and Challenges Based on Trends and Patterns

<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>GA Student Health Survey Supportive Learning Environment Indicators Trends and Patterns</p> <p>The trends and patterns in the Georgia Health Survey data for grades 3-12 reveal a mixed picture in terms of students' perceptions of their school environment. While there are positive trends in clear rules, recognition of good behavior, and positive relationships with peers, there are also areas of concern such as decreasing feelings of safety, decreasing liking of school, and decreasing perception of students' behavior for effective teaching. These insights can guide efforts to address the challenges and further enhance the supportive learning environment for students.</p> <p>Georgia District Performance Standards Supportive Learning Environment Trends and Patterns</p> <p>Leader, Teacher, and Staff Effectiveness Standard 4 and Allocation and Management of Resources Standard 4 have high Exemplary ratings, suggesting successful processes in maintaining facilities and equipment.</p> <p>LTS 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</p> <p>Allocation and Management Standard 4: Provides, coordinates, and monitors student support systems and services</p> <p>Allocation and Management of Resources standard 3 has a higher number of Not Evident ratings, indicating a need to develop and implement processes to ensure a safe and conducive learning environment.</p> <p>Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning.</p> <p>The trends and patterns necessitate more MTSS support in the behavioral domain. The data below is for academic interventions only.</p> <p>All schools are participating in Leader In Me (LIM). The SEL curriculum by Leader in Me focuses on the personal and interpersonal leadership capacity of students, staff, and families. A heightened focus on SEL programs in schools helps students understand the complexities facing the globally interconnected world. Each school has a "Lighthouse Team" that supports implementation of LIM.</p> <p>Multi-Tiered System of Support (MTSS) is a data-driven, problem-solving framework to improve outcomes for all students. MTSS relies on a continuum of evidence-based practices matched to student needs. We utilize the Multi-Tiered Systems of Support (MTSS) to meet the needs of our students. There is an Intervention Support Specialist that works with each school. Schools hold monthly data team meetings to analyze and review student progress.</p> <p>The chart below represents the total percentage of students receiving Tier 2 and Tier 3 interventions for all areas, including reading, math, behavior, and speech. Fifty-nine percent of all interventions are for Tier 2 and Tier 3 reading support.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">School</th> <th style="width: 35%;">Percentage of Students Receiving Tier 2 Interventions</th> <th style="width: 35%;">Percentage of Students Receiving Tier 3 Interventions</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>		School	Percentage of Students Receiving Tier 2 Interventions	Percentage of Students Receiving Tier 3 Interventions			
School	Percentage of Students Receiving Tier 2 Interventions	Percentage of Students Receiving Tier 3 Interventions						

Strengths and Challenges Based on Trends and Patterns

	FY22	FY23	FY22	FY23
WCHS	6.33%	13.27%	2.50%	4.91%
AWMS	8.37%	15.87%	6.00%	15.10%
MPMS	9.98%	6.99%	4.33%	0%
JEB	8.60%	18.05%	6.85%	17.72%
JES	7.58%	24.12%	8.02%	15.94%
MRSE	8.81%	21.59%	7.43%	12.66%
OES	9.87%	15.59%	8.61%	15.10%
SES	9.52%	18.18%	4.29%	23.44%
District	8.15%	17.01%	5.54%	12.61%
<p>Data Summary: The Intervention Support Specialists look at total numbers of Tier 2 and Tier 3 students 3 times a year (BME). The purpose of compiling total numbers for the district is to ensure fidelity of following the state guidelines/expectation for each tier level. Current numbers for Tier 2 and Tier 3 are discussed with the MTSS Coordinator to evaluate the quality of Tier 1 instruction. MTSS numbers are also discussed with the School Psychologist to inform decisions on projected numbers for the following year. A yearly summary is provided to district and school leaders.</p> <p>Strengths: 72 students moved from Tier 2 intervention to scaffolded support through general Tier 1 instruction. 44 students moved from Tier 3 to Tier 2 level of intervention. Fidelity of intervention with i-Ready has improved overall. MTSS was strengthened through the addition of other non-computer based intervention options and part-time support staff. Voyager Passport reading intervention was implemented at the elementary level The Georgia Numeracy Project/NII continues to show positive improvement in our students numeracy development The addition of two district level licensed professional counselors has strengthened the social emotional support for students. Heggerty Phonemic Awareness and Orton-Gillingham Reading and Spelling programs were implemented at the elementary level. The Georgia Numeracy Project/NII was implemented at the elementary and middle school levels for students who displayed deficits in numeracy. The addition of REP teachers at the middle school level has allowed more students access to interventions. The addition of a behavior specialist has strengthened that component of our framework.</p> <p>At most elementary schools, EIP teachers provide interventions through direct instruction to MTSS students. This has increased the fidelity and effectiveness of interventions. 87 students were fully evaluated for special education services this year via the MTSS process. Of those 84 (96%) resulted in special education placements. This</p>				

Strengths and Challenges Based on Trends and Patterns

	<p>further demonstrates the strength of our MTSS process.</p> <p>This year we implemented a multi-criteria rubric process for evaluating students' level of academic need and potential placement in MTSS. This helped ensure we fell within the guidelines and best practices for MTSS in terms of the number of students receiving support at Tier 2 and Tier 3.</p> <p>We are focusing on better alignment of interventions to the students' needs and reviewing the full MTSS process within the district in FY24.</p> <p>Each of our eight schools has at least one full-time counselor; a Crisis Counselor position was added in the last couple of years. Some of the school counselors facilitate social groups with students within their buildings. All of the counselors meet individually with students. For December through February, the school counselors met with a total of 1,342 students in either individual or group counseling. There are three contracted counseling agencies used. There have been 44 referrals to the outside agency.</p> <p>School Psychologists and high school counselors are working to train the high school staff on Signs of Suicide. Currently, 123 staff members have been trained. Training for 8th and 10th grade students will begin in April of the 2020-2021 school year. Parents of these students will also be provided with a link through Kinvo. There will be an opportunity for these parents to speak with the trainers to answer any questions.</p> <p>Counselors at each school provide individual and group counseling, classroom guidance, provide program assistance, and participate in the coordination of services for MTSS and 504. Classroom guidance is performed using Teen Safety Matters for middle school, Speak up be safe for elementary schools and The Leader in Me for high school. All of these programs have a social/emotional focus. This year we hired one contracted counselor to serve our schools for mental health services. She worked with 70 students on an individual basis.</p> <p>Barriers:</p> <p>There are too many students at the Tier 3 level.</p> <p>We continue to have an increase of students who are multiple grade levels behind</p> <p>Lack of high quality, differentiated instruction in Tier 1</p> <p>Student and staff absences negatively impact students' ability to receive evidence based interventions</p> <p>At middle and high school level, scheduling constraints continue to impede full implementation of MTSS</p> <p>As more students are displaying social and emotional needs that impact their academic and behavioral progress, the need for mental health services have increased.</p> <p>Many students regressed several grade levels due to the COVID-19 school closure.</p> <p>Many students are at the Tier 3 level due to concerns with the quality of some Tier 1 instruction.</p> <p>Effectiveness of the new interventions has been less successful at the two county</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>elementary schools, due to a lack of implementation with fidelity. (EIP teachers provided the intervention(s) at the town schools.)</p> <p>Too many parent requests for full evaluation.</p> <p>At the middle and high school level, scheduling constraints continue to impede full implementation of MTSS.</p> <p>At the middle school level, fidelity to i-Ready has improved but there are still some pockets of nonadherence. Martha Puckett has greatly improved in fidelity to the program.</p> <p>As more students are displaying social and emotional needs that impact their academic and behavioral progress, the need for mental health services becomes more evident.</p>
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<p>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?</p>	<p>Behavior/Discipline</p> <p>There is an increase in Office Discipline Referrals (ODRs) from elementary to middle school.</p> <p>More than 20% of students are receiving ODRs.</p> <p>The percentage of African American students receiving referrals is larger than other ethnicities.</p> <p>FY19, ODRs is 12.0% of the total population at the elementary level and 41.4% at the middle school level.</p> <p>RATIONALE: MTSS was fully implemented in elementary schools&hellip; behavior strategies were introduced to teachers and implemented in the elementary classroom.</p> <p>In FY19, 27.5% of WCSS students received ODRs</p> <ul style="list-style-type: none"> ● In FY19, 41% of discipline actions resulted in ISS at WCHS, 45% at MPMS, and 52% at MPMS. 17% of all disciplinary actions resulted in OSS at WCHS, 25% at MPMS, and 29% at AWMS. ● After surveying teachers in all schools, teachers reported that they would like more consistency among administrators and clear expectations regarding discipline. They would also like ideas and resources for positive behavior support. ● Action steps to improve behavior and discipline are outlined in the District Improvement Plan. These steps were developed using a district-wide approach; all stakeholders were involved. <p>Attendance</p> <p>In 2016-2017, 48.7% of our students missed 5 or less days, 38.3% missed 6-15 days, and 13% missed more than 15 days of school. In 17-18, 51.59% of students missed 6 or fewer days. In 18-19, 50.6% missed 6 or fewer days; 87.3% missed less than 10% of total school days, consequently, 12.7% of students missed 10% or more total school days (18).</p> <p>The data indicates that the percentage of students who miss 6 or fewer days continues to decrease across the Wayne County School System. The number of students with chronic absenteeism is increasing. Teachers cite absenteeism as one of the major hurdles faced in moving</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>students academically. The chronic absenteeism of many of our students indicates a possible "disconnect" with school. Many students do not see school as a safe and inviting environment.</p>
<p>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>	<p>Based on the achievement data trends and patterns, we will continue to focus on the following areas for improvement:</p> <ul style="list-style-type: none"> Provide additional support and interventions to students performing below grade level in both ELA and Math. Continue professional development and coaching for teachers to implement evidence-based curriculum and practices to support ESOL, migrant, and special education students. Analyze and address the reasons behind the slight decreases in mastery scores in high school ELA and Math. Explore strategies to further increase the graduation rate, particularly for subgroups with lower graduation rates. Continue to monitor and support the growth and progress of ESOL and migrant students, while ensuring equitable opportunities for all students. <p>All schools will continue to explore flexibility in scheduling and implementing intentional student support and enrichment in addition to the general education coursework based on student data.</p> <p>i-Ready Data - ELA - K-8 - i-Ready</p> <p>In reading, we had a larger percentage of students who were 2-3 grades below grade level according to the beginning of the year diagnostic as compared to 2019. However, the percentages were much lower for reading than for mathematics.</p> <p>Our MOY reading i-Ready data shows increases of students who are on grade level in grades 1-8. Grades 6, 7, and 8 have the largest percentage of students who are three or more grades below level.</p> <p>In reading, we did not experience any losses between the winter 2019 diagnostic and the fall 2020 diagnostic. In almost every grade level, there was some growth, with the exception of grade 7 where the students had the same average score between the two administrations. Our relative placements from MOY 19/20 to MOY 20/21 are strikingly similar, which is surprising in light of the pandemic.</p> <p>The median percent of growth achieved ranges from 58% for sixth grade and 100% for fifth grade. Grades 2, 3, 4, 5, 7, and 8 fall in the low performance/high growth category. Grades 1 and 6 fall in the low performance/low growth category.</p> <p>In reviewing how relative placements have change in i-Ready Reading from Spring 21 to Spring 22, there were areas of growth at all levels except the lowest level, which is 3+ grade levels below. This data shows that we are consistently moving students up through the levels, but will need to provide targeted interventions to make a bigger impact. Grades 3, 6, and 8 were grade levels that showed a slight gain in the lowest level. Wayne County's placements are slightly below the</p>

Strengths and Challenges Based on Trends and Patterns

	<p>national norms. Growth data places all grade levels in the low performance/high growth quadrant except in grades 1 and 6, which fall into the area of low performance/low growth. The longitudinal cohort analysis of i-Ready reading data shows a downward trend for grades 1, 6, 7, and 8 and an upward trend for grades 2, 3, 4, and 5.</p> <p>i-Ready Data - Mathematics - K-8 - i-Ready In mathematics, we had a larger percentage of students who were 2-3 grades below grade level according to the beginning of the year diagnostic as compared to 2019. We attribute much of this to the COVID slide, but this information tells us that we need to ensure appropriate interventions for a larger number of students. Our MOY mathematics i-Ready data shows increases of students who are on grade level in grades 1-8. Grades 6, 7, and 8 have the largest percentage of students who are three or more grades below grade level.</p> <p>In grades 4-7, students actually experienced a loss between the winter 2019 diagnostic and the fall 2020 diagnostic. The losses were not huge, but there was no gain, indicating that the loss of instructional time was damaging. Our relative placements from MOY 19/20 to MOY 20/21 are strikingly similar, which is surprising in light of the pandemic. The median percent of growth achieved ranges from 53% for 6th grade and 89% for 8th grade. All of our grade levels fall in the low performance/high growth category except for 6th grade which falls in the low performance/low growth category. In reviewing how relative placements have change in i-Ready math from Spring 21 to Spring 22, there were areas of growth at all levels except the lowest level, which is 3+ grade levels below. This data show that we are consistently moving students up through the levels, but will need to provide targeted interventions to make a bigger impact. Grades 2, 6, and 7 were grade levels that showed a slight gain in the lowest level. Wayne County's placements are slightly below the national norms. The longitudinal cohort analysis of i-Ready mathematics data shows a downward trajectory for grades 1, 3, and 4 and an upward trend for grades 2, 5, 6, and 7.</p> <p>Star Reading Data - WCHS At the beginning of the year diagnostic, 67% of 9th graders were below benchmark, 64% of 10th graders were below benchmark, 66% of 11th graders were below benchmark, and 71% of 12th graders were below benchmark. This data was gathered using the benchmarks that are aligned to high stakes tests in Georgia. During the March 1-5 window, 70% of 9th graders were below benchmark, 74% of 10th graders were below benchmark, 69% of 11th graders were below benchmark, and 73% of 12th graders were below benchmark. It should be noted that only 841 students tested. In Spring 2022, 28% of 9th graders were at or above benchmark, 26% of 10th graders were at or above benchmark, 26% of 11th graders were at or above benchmark, and 19% of 12th graders were at or above</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>benchmark. It should be noted that the numbers of students who took the universal screener assessment was very low compared to the total population.</p> <p>GA Milestones EOC Winter Administration Students at WCHS tested in December, however, we typically look at this data as combined, year-long data since we are on a block schedule. We do not feel that comparing winter scores to spring scores is an appropriate comparison.</p> <p>In a comparison between Fall 2019 and Fall 2020 Winter EOC scores, WCHS students improved in American Literature, Biology, and Algebra I. There was a drop in the percentage of students scoring proficient and distinguished in US History. Students participating in virtual learning performed significantly worse than students in traditional learning.</p> <p>GA Milestones EOG and EOC Preliminary results ELA In grades 3-8, ELA mastery scores remain in the 30-40% range with upward movement in grades 4, 5, and 8. High school American Literature scores showed a slight loss from 39% mastery in 2021 to 37% mastery in 2022.</p> <p>Math In grades 3-8, mathematics mastery scores remain in the 30-40% range with upward movement in grades 5, 6, and 8. High school Algebra I scores showed a slight decrease from 38% mastery to 32% mastery in 2022.</p> <p>The achievement data tells us that: The shutdown of schools due to the COVID-19 pandemic caused many students to regress in their literacy and mathematics abilities. Ensuring robust opportunities to close gaps and provide high quality instruction for grade level standards is imperative.</p> <p>The group identified overall strengths as: 1) Collaboration/communication among teachers 2) Willingness to try new things 3) Literacy improvements are the result of a strong focus</p> <p>The group identified overall challenges as: 1) Difficulty monitoring implementation 2) Compliance rather than commitment 3) Need to narrow focus 4) Need for vertical articulation of mathematics standards</p> <p>Progress Monitoring of Current Achievement Goals Goals 1 and 2 - Action step 1 - Instructional priority expectations - regular impact checks are taking place with varying levels of engagement from all administrative stakeholders (directors, principals, etc). For SY2021, each school will determine their priority expectations from a list of district initiatives. Impact checks will be established at each school to allow individual schools to focus on specific</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>improvement areas.</p> <p>The nature of this school year has made monitoring so many different priority expectations difficult. Many schools have not uploaded any monitoring data. It was suggested in one county-wide IC collaborative that the previous method of coming to consensus on priority expectations for all grade bands was a more effective action step.</p> <p>Goals 1 and 2 - Action step 2 - System-wide instructional frameworks have been established. There is still a need for more professional learning for balanced literacy that ensures appropriate amounts of time for word recognition skills and language comprehension skills.. There is also a need to ensure quality lesson planning. Increased emphasis on planning instruction using student data and research-based best practices is needed to improve instruction and to move the PLC process to a level of true continuous improvement.</p> <p>More work needs to continue in the area of instructional frameworks for both literacy and mathematics. There is significant evidence that tier one instruction must be improved and monitored to ensure equity for all students. There is also significant anecdotal evidence that Wayne County does not have a clearly communicated instructional framework. The system needs to establish and clearly communicate, through robust professional learning, an instructional framework that all teachers can clearly articulate and implement.</p> <p>Goals 1 and 2 - Action step 4 - Professional learning has been provided for strengthening literacy skills. It is important for these initiatives to continue (W2W, LETRS, Rigor, Literacy across the curriculum) and expand</p> <p>Goals 1 and 2 - Action step 7 - The focus of this action step has been on social and emotional learning, but there are several data points that show a need for an increased focus on tier one instruction and instructional strategies. The data suggests that gaps continue to grow as students matriculate through the grade levels. Anecdotal data reveals that teachers do not always know what to do when students struggle. There is a need to provide deep professional learning for how to address gaps in reading ability. Mathematics vertical articulation meetings have done much to improve our knowledge about the K-12 mathematics continuum. This work will need to be continued into the coming year with the advent of the new mathematics standards.</p> <p>Goal 1</p> <p>Action step 1 - The instructional framework project is progressing as scheduled. Progress monitoring has occurred through regular meetings of the district lead team. The WC Instructional Framework is ready for a system-wide pilot beginning in August 2023.</p> <p>Action step 2 - Consistent coaching and support has been provided for building high-functioning leadership teams through the district "buddy school" system. Evidence has been progress monitored through the use of the Leadership Team rubric.</p> <p>Action step 3 - LETRS professional development and ELA textbook</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>professional development have been implemented. LETRS is monitored through completion of online modules, face-to-face workshops, and case studies. Successful implementation of ELA textbook implementation is monitored through school-based walkthroughs.</p> <p>Action step 5 - Instructional coaches are consistently used to provide job-embedded professional learning through redelivery of information, coaching, and feedback. The eight instructional coaches have logged 1,244 instances of support with instructional initiatives, 696 instances of providing professional learning, and 2079 instances of direct classroom support through modeling, planning with teachers, and providing feedback.</p> <p>Action step 6 - Model classroom teachers have provided job-embedded professional learning to help teachers better utilize digital tools to deliver instruction.</p> <p>Student achievement trends and patterns will assist the district in determining the level of support needed to ensure that Tier 1 instruction is strong.</p> <ol style="list-style-type: none"> 1. A 3-year trend indicates a steady decrease in the percentage of students scoring at the Beginning and Developing levels and a steady increase in the percentage of students scoring in the Proficient and Distinguished levels in GMAS ELA. 2. Third and fifth grade GMAS ELA scores are on an upward 5-year trajectory. Fourth grade ELA scores are also rising but at a slower rate. 3. In elementary and middle grades, a slightly higher percentage of students score in the Beginning level on ELA (26%) than in mathematics (22%). 4. Elementary and middle school ELA trends indicate that achievement scores and student growth are rising. 5. The graduation rate has had an overall increase in the last five years and the dropout rate has decreased. 6. Although a large gap between SWDs and all students still exists, students with disabilities are graduating at a higher rate than three years ago and SWD dropout rate has decreased. 7. There is an ELA student achievement gap of 27% between ESOL and non-ESOL students. 8. There is a math student achievement gap of 27% between ESOL and non-ESOL students. 9. Migrant achievement scores in the Beginning level have increased over a 3-year period. 10. There is a large gap between Black students and all students in the percentage of students who achieve the CCRPI Lexile benchmarks. 11. Third grade Lexile achievement and high school Lexile achievement show significant deficits when compared to other grade levels in Wayne County. <p>The data revealed a need to revisit processes for migrant and ESOL support, such as teacher/tutor scheduling and strategies for vocabulary acquisition.</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>The district should continue to implement MTSS so that it becomes more inclusive for all students in elementary and middle schools (at risk, below grade level, on grade-level, and above grade level). All schools should be afforded the opportunity and flexibility to adjust their schedule as needed to add "intentional" support and enrichment for all students in addition to the general education coursework. Coaching principals to implement innovative schedules is a need.</p>
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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.

<p>Strengths</p>	<p>Three district level MTSS Instructional Support Specialists work with all schools to strengthen processes and ensure quality interventions are being used and monitored.</p> <p>Experienced Leadership</p> <p>Collaboration between Federal Programs through district level PLCs</p> <p>Effective scheduling and placement as indicated by our timelines data</p> <p>Published Inventory Procedures</p> <p>Funding procedures are followed and funds are expended appropriately</p> <p>Special Education Survey Data from FY20-FY23 indicated the following strengths with a score of 90+% agreement across 4 years:</p> <p>Across the last 4 years, Wayne County has surpassed the state percentage on Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. In fact, our percentage has increased every year.</p> <p>Across 4 years, parents said they were able to understand written reports and information shared with them regarding their child. (90+% agreement across 4 years). In 2023, this percentage was 98% agreement.</p> <p>Across 4 years, student accommodations and modifications were being discussed at IEP meetings. (90+% agreement across 4 years) In 2023, this percentage was 98% agreement.</p> <p>Across 4 years, parents felt teachers were available to talk to them about their child. (90+% agreement across 4 years) In 2023, this percentage was 95% agreement.</p> <p>Across 4 years, parents felt schools offered a variety of ways to communicate with teachers regarding their child. (90+% agreement across 4 years) In 2023, this percentage was 96% agreement.</p> <p>Special education staff are providing good information in the IEP and they are making themselves available to parents throughout the day in multiple ways. However, our response rate to the survey may indicate</p>
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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.

	<p>that we are not engaging with parents in order to get feedback from enough parents. We need to provide more opportunities for parents to play an active role in their child's education through parent engagement opportunities. Finally, we need to engage students and parents in transition activities that allow them to plan for their future. Leader in Me and transition plan goal setting activities will provide students and families with opportunities to increase their postsecondary outcomes as well as the addition of a new Transition Timeline tool created in the spring of 2023.</p>
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<p>Challenges</p>	<p>Data from our Special Education Annual Performance Summary Reports from FY18-FY22 indicates the following strengths and challenges:</p> <p>Our graduation rate for SWD is above the state average until FY22. Our dropout rate was well below the state average until FY22 when it soared to 20% which is still below the state average by 1%.</p> <p>We met our target for suspension and expulsion of SWD and by race and ethnicity for the last 5 years.</p> <p>The percentage of children with IEPs served inside the regular education class less than 40% of the day has decreased every year. The percentage of children with IEPs served inside the regular class 80% or more of the day has remained relatively unchanged in the lower 70% range for the last 5 years.</p> <p>Targets for Preschool outcomes are variable across years. Parent involvement has increased dramatically over the last 5 years and we consistently are above the state average.</p> <p>We have met Child Find targets for the last 4 years.</p> <p>We consistently meet the target for Secondary Transition Goals. We do not meet the target for Post-Secondary Outcomes. We did not meet the target for timely and accurate data in FY22 for the first time in 5 years.</p> <p>Summary of annual performance data This data tells us that we have strong procedures and policies to prevent students from having excessive suspensions and expulsions for students with disabilities. We have strong procedures and policies regarding Least Restrictive Environment for all students ensuring that the majority of students are served in the regular education setting for the majority of the day. We ensure that young children are identified early and receive appropriate instruction in order to be successful in elementary school and we are careful to ensure parent involvement at all levels. We have procedures in place for compliant IEPs however our</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

IDEA - Special Education

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

	<p>Post-Secondary Outcomes are weak. Our compliant transition plans are not effective in causing students to be employed or engaged in educational settings. Additionally, our recent increase in student dropouts and our decline in graduation rates is an area of concern. Lastly, we need to ensure that we stick to our procedures for timely and accurate data.</p>
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<p>Strengths Interventions in K-8 are more evident in the schools. There is more focus in the system on the "whole" child. There is an increased and deeper emphasis on monitoring and measuring strategies/initiatives. Involvement of principals and teachers in district and school improvement processes has improved leadership skills. Identification and support for students with emotional/social issues is more pervasive. Instructional coaches at every school - ICs will collaborate with Instructional Technology Specialists to add an additional level of support for instructional technology in classrooms.</p>
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Challenges	<p>Challenges Need an operationalized instructional framework for all grade levels. Need more leadership development in supporting Tier 1 classroom instruction through classroom observations followed with coaching and descriptive feedback. Need more formalized tiers of intervention for behavior and more opportunities for proactive approaches to behavior, but also some alternatives for consequences. More professional learning to support teachers in dealing with behavior issues. Need to establish more formalized tiers of intervention for attendance, behavior, and social/emotional needs of the child. Need to ensure that MTSS provides support for all students in middle and high schools. Need to support principals in the many facets of school leadership (fiscal management/strategies and interventions/relationship building). Need to extend literacy to all parts of the curriculum.</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I - Part A - Improving Academic Achievement of Disadvantaged

	<p>Need improved proficiency in math in all grade levels.</p> <p>Need to create a positive culture/climate in the schools and at district level.</p> <p>Teacher retention</p> <p>Providing professional learning to school leaders and teachers in strengthen/aligning classroom formative and common assessment DOKs to GMAS DOK's</p> <p>Providing professional learning to school leaders and teachers in integrating literacy into all coursework</p> <p>Providing professional learning to refine and strengthen K-12 mathematics framework</p> <p>Providing professional learning to all new administrators</p>
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Title I, Part A - Foster Care

Strengths	WCBOE has a new contact with the Department of Family and Children Services. This should help with receiving documentation as well as finding out who is in Foster Care in a timely manner.
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Challenges	Documenting the meeting between the BOE and DFCS has been a challenge. Another challenge has been finding out who is in Foster Care.
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Title I, Part A - Parent and Family Engagement

Strengths	<p>Strengths</p> <p>Full Implementation of APTT in elementary schools</p> <p>Positive results from Title I parent surveys</p> <p>Knowledgeable and experienced Family and Parent Engagement Specialist and Family Engagement Facilitators at each school</p> <p>Kinvolved, new messaging system, allows for better communication to parents</p>
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Challenges	<p>Need to build capacity at school levels to appropriately communicate with parents</p> <p>Need to continue to move from compliance to innovative ways of engaging parents</p> <p>Need to build confidence in parent's perceptions about climate and culture of district and schools</p> <p>Need to find innovative ways of supporting parents and families whose children work remotely (virtually)</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Parent and Family Engagement

	Need for more parents, PTO organizations, etc. to plan and execute school activities, such as literacy events
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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	<p>Strengths</p> <ul style="list-style-type: none"> ● Technology director at district office, with a background in curriculum & instruction, is also the program coordinator for migrant program ● IP data was well-maintained throughout the school year ● Summer school was well-planned and executed ● Better defined roles/responsibilities of MSSP's are in place
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Challenges	<ul style="list-style-type: none"> ● Turnover among MSSPs creates issues with continuity. ● Need continued training and coaching of the MSSPs
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	n/a
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Challenges	n/a
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Title II, Part A - Supporting Effective Instruction

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

Strengths	100% transfer of FY24 Title II, Part A funds.
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Title II, Part A - Supporting Effective Instruction

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

Challenges	100% transfer of FY24 Title II, Part A funds.
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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"> ● Collaborative ESOL Teacher PLC ● Messaging system that allows translation of messages to parents ● Expansion of ESOL services to all 8 schools in the district ● Redefined processes and procedures for serving ESOL students and communicating with ESOL parents ● New English 3D curriculum for middle and high school scheduled ESOL classes
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Challenges	<ul style="list-style-type: none"> ● Fewer students exited ESOL ● Need for more certified ESOL teachers serving as general education teachers ● Need for an itinerant teacher to serve extra segment for 4th and 5th graders across the district to create more equity in serving students ● Need more collaboration among ESOL and general education teachers in strategies for teaching EL students ● Need for greater parent participation and engagement in ESOL programs
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

Strengths	<ul style="list-style-type: none"> ● Every staff member in the school system has been provided training for Mckinney Vento. There is a coordinator in each school who coordinates information to the Mckinney Vento liaison. The Student Residency questionnaire is sent out to parents/guardians at the beginning of each year. ● Funds available through Title I to support homeless students ● MTSS process provides interventions when needed by the homeless population ● Counselors Available ● Contracted counseling services when the need exceeds the capability of school counselors
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Challenges	<ul style="list-style-type: none"> ● Keeping up with the documentation to assure all staff have been trained is a challenge. Monitoring new staff to make sure that they have been trained is also a challenge. ● Identifying students
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Title IV, Part A - Student Support and Academic Enrichment

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

Strengths	100% transfer of FY24 Title IV, Part A funds.
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Challenges	100% transfer of FY24 Title IV, Part A funds.
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Title I, Part A - Equitable Access to Effective Educators

Strengths	<ul style="list-style-type: none"> ● Broader recruitment efforts with more follow up with applicants ● Expanded induction and mentoring program for new teachers ● Recruiting student teachers for the district from area schools of education ● Experienced veteran/retired teachers returning to district to work part-time ● Instructional Coaches and Model Classroom teachers provide instructional support throughout the year to support new staff
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Equitable Access to Effective Educators

Challenges	<ul style="list-style-type: none">● Teacher retention● Shortage of applicants● Difficult to compete with surrounding counties with larger supplements● A more concentrated effort and a formalized approach to collection of data needed to determine impact of recruiting efforts to secure a more diverse and prepared group of teachers and leaders● More defined methods for collecting data on mentoring, coaching and model classroom support on instruction and student achievement such teacher and student perception data, classroom assessment or behavior growth data after mentoring/coaching sessions
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Title V, Part B - Rural Education

Strengths	<p>The usage of Title Vb funds to purchase software programs, products, and support model classroom teachers has been very positive. Model Classroom Teachers have been established in all grade bands and at all schools to pilot products, make plans for instruction, and provide professional learning to peers.</p> <p>Beginning in SY22-23, two Instructional Technology Specialist (ITS) positions (K-5, 6-12) were created to provide teachers with technology-related professional develop. These individuals will work cooperatively with the Model Classroom Teachers to meet the needs of staff members related, but not limited to, introduction of cutting-edge instructional technology, daily uses of hardware and software, and data gathering and analysis.</p>
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Challenges	<p>One challenge for the district is not having an Instructional Technology Specialist to assist with PL and instruction on how to use software programs, products, and equipment purchased with Title Vb funds. Though model classroom teachers are in place, their time with peers is limited.</p> <p>Because the ITS positions are new to our system, there is no exemplar in place for their duties and responsibilities. At least initially, there will be some trial and error as we create their niche within the technology and professional development departments.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Improve student academic achievement
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	There was a trending rise in achievement until 2019. Since then, our achievement has declined.
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Overarching Need # 2

Overarching Need	Expand student supports
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	<p>The equity gap between our student Lexile scores and state Lexile scores is evident in all grade levels. The decreasing percentage of students scoring on and above grade level reading (Lexile level at the beginning of Lexile grade band and above) has declined since 2019. The percentage of students who are Lexile proficient (mid-point of Lexile grade band and above) as reported on the CCRPI indicator report has also declined. Data for other readiness indicators will be considered when available.</p> <p>The action steps for this goal address student supports and interventions for the whole child. Collectively, these steps contribute to a supportive learning environment that ensures students school participation and willingness to expend major effort on classroom learning. These factors contribute to student success</p>
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Overarching Need # 2

Additional Considerations	and Lexile growth. Other Considerations ● Need to support all areas of student development, emphasizing strengths of children in all areas
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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 - Improve student academic achievement

Root Cause # 1

Root Causes to be Addressed	Varied instructional expectations
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	Need: Consistent evidence-based instructional practices and clear expectations Action Step Alignment: Goal 1, Step 1 Desired Outcome: A clearly communicated and implemented instructional framework Additional Needs <ul style="list-style-type: none"> ● Instructional framework will apply to all coursework ● Need to develop student self-efficacy and teacher self-efficacy in utilizing framework and planning effective lessons ● More emphasis on vocabulary development ● Need to develop content area literacy ● Professional learning for leaders and teachers is needed to communicate a shared understanding of the instructional framework
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Root Cause # 2

Root Cause # 2

Root Causes to be Addressed	Leadership focused on school-based management
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	Need: Leadership development that supports effective leadership teams and builds leadership capacity Action Step Alignment: Goal 1, Step 2 Desired Outcome: Instructional leadership focused on instruction and continuous improvement
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Root Cause # 3

Root Causes to be Addressed	Current professional knowledge and practices align with previous standards and expectation
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	Need: Intentional professional learning based on school and improvement identified needs Action Step Alignment: Goal 1, Step 1 and Step 3 Desired Outcome: Consistent use of high-impact instructional strategies and increased student engagement Additional Needs <ul style="list-style-type: none"> ● Rigor in the lower grades ● Formative assessments ● Methods for students to self-monitor progress
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Overarching Need - Expand student supports

Root Cause # 1

Root Causes to be Addressed	Inconsistent expectations at schools
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	Action Step Alignment: Goal 2, Step 1 and 4 Desired Outcome: Students growth, success, and leadership opportunities and for students to experience a complete system of support to maximize learning potential
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Root Cause # 2

Root Causes to be Addressed	Support focused on prescribed academic data collection process
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	Need: Supports to address various needs of students, including supports and programs to build skills conducive to responsible citizenship (leadership, communication, digital citizenship) Action Step Alignment: Goal 2, Step 2 and Step 3 Desired Outcome: Students growth, success, and leadership opportunities
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District Improvement Plan 2023 - 2024



Wayne County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

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

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input 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	Improve student academic achievement
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Leadership focused on school-based management
Root Cause # 2	Current professional knowledge and practices align with previous standards and expectation
Root Cause # 3	Varied instructional expectations
Goal	By June 2024, Wayne County Schools will increase the percentage of proficient and distinguished learners by 3%, as measured by the Georgia Milestones.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Mathematics Science Social Studies Other : Reading/Lexiles
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority

Equity Gap

Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions
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Action Step # 1

Action Step	Support the implementation of the Wayne County Instructional Framework by providing professional learning and coaching monthly as indicated by the implementation timeline to establish effective instructional planning, teaching, monitoring, & reflecting expectations that ensure students receive consistent and engaging instruction.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Curriculum directors will monitor the implementation of professional learning by collecting and analyzing the PLC monitoring tool and instructional walkthrough tool data quarterly to identify strengths and gaps in the framework's implementation.
Method for Monitoring Effectiveness	Curriculum directors will monitor the consistency of instructional planning, teaching, monitoring, & reflecting quarterly by collecting and analyzing instruction and student engagement walkthrough data to evaluate the impact of the Wayne County Instructional Framework on student learning.
Position/Role Responsible	Director of 6-12 Curriculum and Instruction
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Quarterly
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Action Step # 1

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

Action Step	Cultivate effective leadership through a monthly Aspiring Leaders program to build and identify leaders.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	The Superintendent and Assistant Superintendent will monitor participation and alignment of the Aspiring Leaders program monthly through sign-in sheets and agendas to adjust strategies and actions as needed to cultivate effective leadership.
Method for Monitoring Effectiveness	The Superintendent and Assistant Superintendent will annually monitor personnel reports to determine the number of participants who maintain or acquire a leadership position to evaluate the impact of effective leadership development.
Position/Role Responsible	Superintendent and Assistant Superintendent
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 2

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)?	Contracted support from Mark Wilson and Ty Snyder
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Action Step # 3

Action Step	Increase effective literacy instruction based on the science of reading through professional learning, coaching, and support to improve student literacy skills and language acquisition.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	The K-5 Curriculum Director and school leadership will monitor the implementation of literacy focused professional learning using the Literacy Instructional Walkthrough tool during classroom observations To identify strengths and gaps in effective literacy instruction.
Method for Monitoring Effectiveness	The K-5 Curriculum Director and school leadership will monitor student literacy skills and language acquisition with iReady literacy data through beginning, mid, and end-of-year data analysis to evaluate the impact of effective literacy instruction on student learning.

Action Step # 3

Position/Role Responsible	Director of K-5 Curriculum and Instruction
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

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

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Expand student supports
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Support focused on prescribed academic data collection process
Root Cause # 2	Inconsistent expectations at schools
Goal	By May 2024, decrease the percentage of office discipline referrals by 5%.

Equity Gap

Equity Gap	CCRPI Star climate rating
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Content Area(s)	ELA Mathematics Science Social Studies Other :
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-7 Provide equitable access to student support programs and interventions

Action Step # 1

Action Step	Monitor ongoing implementation of the Leader in Me (LIM) program, where all students learn to apply the principles of the Seven Habits of Highly Effective People® to ensure a safe & supportive learning environment with positive and healthy behavioral and academic norms.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	The Director of Student Services will monitor the ongoing implementation of the 7 Habits of Highly Effective People quarterly Using the Lighthouse Team Rubric self-assessment with schools to identify strengths and gaps in Leader in Me implementation.
Method for Monitoring Effectiveness	The Director of Student Services will monitor positive and healthy behavioral and academic norms by the exclusionary discipline behavior resolutions on the Office Discipline Referral report quarterly to evaluate the impact of the Leader in Me program on non-exclusionary discipline practices.
Position/Role Responsible	Director of Student Services
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

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 # 1

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

Action Step	Align interventions through a redefined tiered system of supports To meet student's unique academic, behavioral, social, emotional, and mental health needs.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	The K-5 Curriculum Director will monitor the implementation of a redefined tiered system of supports through analysis of student progress monitoring data and movement among all support tiers to adjust strategies and actions in the process of aligning interventions.
Method for Monitoring Effectiveness	The K-5 Curriculum Director will monitor student growth and achievement using iReady data to evaluate the impact of the redefined system of support on student learning.
Position/Role Responsible	Director of K-5 Curriculum and Instruction
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation

Quarterly

Action Step # 2

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

Action Step	Build parent capacity through structured parent engagement opportunities and regular meaningful two-way communication about learning and behavior to strengthen student growth and achievement.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	The Director of School Improvement and the school Parent and Family Engagement Facilitators will monitor parent engagement opportunities and meaningful two-way communication using agendas, sign-in sheets, and communication reports to identify strengths and gaps in the structure of parent engagement opportunities and communication to build parent capacity.
Method for Monitoring Effectiveness	The Director of School Improvement and the school Parent and Family Engagement Facilitators will monitor the effectiveness of parent and family engagement opportunities through survey data to evaluate the impact of building parent capacity on student learning.
Position/Role Responsible	Director of School Improvement
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 3

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Franklin Covey
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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>Georgia's Continuous Improvement Cycle provides school systems with a framework that ensures all stakeholders are engaged in the improvement process. The annual system-wide comprehensive needs assessment process provides an opportunity to establish new partnerships within the community and reconnect with those who are not as frequently involved. The annual meeting of external and internal stakeholders sets the tone for collaboration with community partners and collaboration between schools. It reminds us that we have a shared responsibility and a common purpose in doing what is best for our students. hat our departments can offer and our experiences and community connections.</p> <p>Coordinated activities authorized under federal, state, and local programs meet school and student needs. Wayne County Schools consolidates federal funds with state and local to maximize student opportunities and resources. Also, 100% of Title II, Part A funds and Title IV, Part A funds are transferred to Title V, Part B prior to consolidation. The consolidation of funds further exemplifies the coordination of programs.</p> <p>As a Title I district, many initiatives authorized under various federal programs serve all students in Wayne County Schools. We coordinate local and state literacy and math initiatives with activities supporting the intent and purpose of Title I, Title III, and Title V. For example, choosing and implementing our core reading curriculum were state and local program activities. Training for supplemental reading intervention support for all students and training specifically to meet the needs of English learners is an allowable state, Title I and Title III activity. Instructional coaches supporting teachers as they implement the core instructional resources and supplemental intervention are allowable activities under Title I and V.</p> <p>Each school has a full-time instructional coach, which Wayne County Schools deems pertinent to continuous improvement efforts. Training and endorsement of instructional coaches is a local initiative conducted by the state Regional Educational Service Agency (RESA). Instructional coaches also support participants in the new teacher mentoring program, a Title I and Title V activity. Teacher mentoring boosts teacher retention, a state and local initiative. The daily job of an instructional coach is to support effective instruction to improve the academic achievement of disadvantaged children. Their purpose directly aligns with the purposes of Title I.</p>
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Coordination of Activities

	Initiatives implemented to meet the needs of the whole child (state and local initiatives), such as Leader in Me, also involve coordinating programs. These activities provide the appropriate environment for learning and allow for enrichment to improve the academic achievement of children (Title I).
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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>During the Comprehensive Needs Assessment, process data regarding ineffective, out-of-field, or inexperienced teachers is analyzed and evaluated. To plan for equitable learning opportunities, the district team uses PQ data from the GAPSC, CPI reports, and CCRPI reports. Also, the team uses data on equitable class sizes, teacher retention, teacher experience/effectiveness across the system, and system/school-level reports to plan equitable learning opportunities.</p> <p>System and school leadership teams, parent involvement groups, school councils, and community groups work together to create school and system-level improvement plans to ensure low-income and minority students receive equitable service.</p> <p>The Human Resource Director works with principals to ensure consideration for new and veteran teachers when assigning teachers. As open positions are filled with new or inexperienced teachers, assignments are made in a manner so that veteran experience exists in every grade level or in every department. Middle school principals carefully review their teacher teams to ensure that different levels of experience and expertise are represented on their teams. Existing staff experience is monitored by the principals and the Human Resource Director. Teachers are shifted among grade levels if necessary to acquire teacher experience equity.</p> <p>There is annual communication by the Human Resource Director with principals to remind them of the requirement to not place a student two years in a row in inexperienced, ineffective, or out-of-field teacher's classrooms. Principals will work with the registrars and counselors to monitor student placement that guarantees this requirement. An ineffective teacher is defined as provided in the Teacher and Leader Keys Effectiveness System.</p> <p>Teachers with professional learning plans are strategically assigned to avoid students having more than one teacher on a PLP. Teachers identified as ineffective must develop a professional learning plan (PLP) with the principal. Documentation of the evaluation and PLP are housed in the TLE platform and reviewed by The Human Resource Director. The PLP must be written and monitored at least quarterly until the requirements are met. Targeted professional learning is part of the PLP, and specific needs are communicated with the Director of</p>
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Serving Low Income and Minority Children

	<p>Human Resources.</p> <p>Teachers identified as less than proficient receive additional support from the school instructional coach and the building-level principal. Principals monitor the teachers on PLP's by observing and providing feedback to the teacher. If additional support is needed, the Human Resources Director may be contacted to participate in observations and provide feedback at debriefing sessions. If no improvement is observed or progress is not made on the PLP, teachers may be reassigned to other duties or relieved of duties even before the end of the school year. Teachers on a PLP are not transferred to other schools until the PLP is resolved.</p> <p>Teachers identified as ineffective must develop a professional learning plan (PLP) with the principal. Documentation of the evaluation and PLPs are housed in the TLE platform and are reviewed by The Human Resource Director. The PLP must be written and monitored at least quarterly until the requirements are met. Targeted professional learning is part of the PLP, and specific needs are communicated with the Director of Human Resources. Teachers who are identified as less than proficient receive additional support from the school instructional coach, as well as the building-level principal. Principals monitor the teachers on PLP's by observing and providing feedback to the teacher. If additional support is needed, the Human Resources Director may be contacted to participate in observations and provide feedback at debriefing sessions. If no improvement is observed or no progress is made on the PLP, teachers may be reassigned to other duties or relieved of duties even before the end of the school year. Teachers on a PLP are not transferred to other schools until the PLP can be resolved.</p> <p>Each year teacher certification and teaching assignments will be reviewed to ensure that teachers are highly qualified under Title I and the criteria set by the Georgia Department of Education. Teachers and paraprofessionals will be reminded of renewal dates and required coursework needed to renew their certification. This helps to ensure that low-income and minority children are not served at disproportionate rates by ineffective, out-of-field, and inexperienced teachers.</p> <p>Mentors will be assigned to new teachers and teachers new to the system. Mentor Teachers may also be assigned to teachers teaching a new subject area or grade level. First-year teachers will participate in the Teacher Induction and Mentoring Program, a system-wide program set up to provide needed support and assistance for new teachers to meet student needs.</p> <p>To improve operations in our human resources department, we move to Frontline Education Dashboard to help cast a wider recruiting net and build more time to hire. This will help eliminate potentially, costly errors due to manual and duplicate entries. Moreover, Frontline has</p>
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Serving Low Income and Minority Children

	<p>saved valuable time by automating onboarding with new employees, manage employee information and maintain compliance. In addition, the dashboard engages in a systematic process to recruit, employ and help retain enough qualified professionals and support staff to fulfill their roles and responsibilities and the support the purpose and direction of the system, individual schools, and educational programs.</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p>	<p>Professional growth goals and plans will be used to document strengths, weaknesses, and action steps to build the capacity of administrators, teachers, and paraprofessionals in Wayne County. Mentors and instructional coaches will assist with professional growth plans for new teachers by offering guidance, support, and feedback for continued improvements. Principals will monitor plans on a quarterly basis to ensure they have the right staff member in the most beneficial position to affect student achievement.</p> <p>Domain level data from the Georgia Milestones will be analyzed to determine gaps in the instructional program and job embedded professional learning will be planned to help eliminate instructional gaps. Much of this professional learning will take place in grade level collaboratives with the support of First District RESA, our universal screener vendor, and our student assessment system vendor. As strategies/interventions are selected to impact student achievement, there will be more emphasis on monitoring for fidelity and measuring student impact.</p> <p>Time allocated in Wayne County for job-embedded professional development at both the school and district levels. Wayne County continues its work on improving our Professional Learning Community (PLC) structures and we ensure that every certified staff member is a member of a data-based PLC. Whether through Tuesdays for Teachers, Director/Principal PLCs, district-wide content/grade level collaboratives, paraprofessional literacy "in-house" training, staff in Wayne County are provided opportunities for collaborative, job-embedded professional learning. District level and school level PLCs will focus on protocols for the analysis of data, planning for instruction, and giving teacher and/or student feedback. The works of Rick Dufour will continue to be used throughout the district as teams strive to move forward on the PLC continuum.</p> <p>In the 21-22 school year, priorities for professional development were provided to improve literacy strategies across the curriculum, align DOK levels of ELA and math common assessments to GMAS, build leader capacity in the school improvement process, enhance PLCs, and improve the culture/climate of district and schools.</p>
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Professional Growth Systems

	<p>During the 22-23 school year, priorities for professional development were continuation of LETRS training with new cohorts added, consideration of adding ASPIRE professional learning for middle grades teachers, and differentiated professional learning to address gaps in foundational reading skills. Most of the individual schools have also requested support with writing instruction. Also, during the 22-23 school year, mathematics professional learning will be centered around preparing to implement the new Georgia mathematics standards.</p> <p>In FY24, professional learning will center on the fidelity of implementation of the Wayne County Instructional Framework. Also, instructional leadership for administrators, and literacy instruction are focus areas for professional learning.</p>
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PQ – Intent to Waive Certification

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

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> 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>The Wayne County School System will waive certification for all teachers for the FY24 school year, except those unallowed by Georgia State Board of Education Rules.</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>No additional requirements exist beyond a Clearance Certificate.</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>Wayne County Schools does not currently have any state or federally identified schools in need of support.</p> <p>If a school in the Wayne County School System were state or federally identified, the district would follow all requirements and recommendations of the Georgia Department of Education. Upon notification of identification, district leadership would meet with the school principal to begin planning for an intensive needs assessment following the Georgia School Assessment of Performance on Systems (GSAPS) review process with stakeholder engagement. A district support team with external partners determined through a rigorous review process would conduct the review.</p> <p>Findings from the review would reflect the school's progress toward full implementation of Georgia's System of Continuous Improvement to identify the areas of needed support. The district support team and external partners would provide consistent guidance for planning, implementing, and monitoring aligned professional learning, evidence-based interventions, systematic data collection and analysis, and evaluating the impact on student and teacher growth.</p> <p>Additionally, Wayne County Schools would undergo a district review process to determine areas of opportunity and support for district improvement planning. This process would help focus support on areas of need to build the capacity of leaders, teachers, and community members. The review would also assist in identifying practices and policies to modify to enable effective implementation of the identified school's improvement plan and the continual improvement of all schools in the system.</p> <p>Wayne County Schools would prioritize funds for an identified school based on needs identified in the GSAPS review and data analysis of state and local assessments. Aligned federal, state, and local resources would provide targeted support for the struggling school, possibly in the form of additional supplemental instructional and intervention support staff, meaningful and relevant professional learning specific to the school's identified needs, and focused efforts for credit repair, recovery,</p>
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CTAE Coordination

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>Both the high school and middle schools maintain a robust CTAE program that consists of instructional strategies that provide relevant learning opportunities. The CTAE programs also offer co-curricular activities that provide practical workforce-related skill development. Career-building activities are embedded into each CTAE class, in addition to activities, such as job shadowing, mock interview, career fair tied to YouScience results, and Career Day. These activities allow students to become more familiar with skills needed for their desired occupation, opportunities in our local rural community, and provides other pertinent information such as salary, work environment, and job outlook statistics..</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>Wayne County will implement a positive behavior system of supports by:</p> <ul style="list-style-type: none"> ● Deepening the understanding and expanding the number of options of behavioral interventions available to staff. ● Ongoing data reporting and analysis of school discipline data <p>District level staff will work with administrators on various strategies/interventions/proactive measures to reduce the number of referrals. Administrators will track ISS and OSS data by student.</p> <ul style="list-style-type: none"> ● Implementing initiatives to build student and teacher efficacy (Leader in Me).
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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>Transition from middle school to high school: To transition students from middle school to the high school, students complete the required BRIDGE law activities that includes an individual conversation with the middle school counselor to map out an Individual Graduation Plan (IGP). Parents are invited to make appointments with the middle school counselor, and/or middle school teachers (particularly sped) to discuss transition to the high school. In February of each year the high school counselors visit the middle schools to talk with upcoming freshman about academics, career pathways, Move on When Ready (MOWR) options, and expectations for high school coursework. MOWR sessions are also offered in high school to explain procedures to parents and to make sure they have all the information they need on how to apply for MOWR. The counselors and the "Teacher as Advisor" program support students in decision making related to coursework, postsecondary plans, and career choices. There is also an athletic academic who tracks athletes' grades and behavior to ensure that all requirements are met for participation in high school and at post-secondary institutions.</p> <p>High school to post-secondary education: Wayne County High School is intentional in providing seamless transition from the high school into post-secondary opportunities. Students are encouraged to consider MOWR whether long term goals are geared to a technical or professional career. The high school coordinates with different colleges MOWR students. Coastal Pines Technical College offers technical and academic coursework on the post-secondary level and coordinates and collaborates with Wayne County High School on course offerings. College representatives are invited to set up a table during lunch throughout the school year. Recruiting for various branches of the military are also available at lunchtime on the high school campus. Once a year the juniors and seniors are taken to a probe fair to learn about various colleges. Students are also offered an early college admission day, in which which community members and college admission officers come to WCHS to help students apply to college. On these days admission fees are often waived. There are also bi-annual Career Fairs in which community members speak on a variety of careers.</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>The Wayne County School System is fortunate to have Bright from the Start Pre-K programs at all 5 elementary schools. Having public pre-K programs housed in the elementary schools makes transition into kindergarten seamless. Pre-K students become accustomed to the campus that's they'll attend through fifth grade. The WCSS also works closely with the local Head Start program. The curriculum director is asked to review the Head Start curriculum standards annually. Head Start also provides the school system with information regarding children who will be coming to school in the WCSS from Head Start.</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 If a school is targeted for assistance, the Federal Programs Director would work the school principal to first review the data to determine the most urgent need. A multiple criteria selection worksheet would be developed to determine objectively which students would best benefit from intensive intervention. MTSS specialists would be consulted, along with the curriculum director, to determine options for an intervention to address the needs of the students. An implementation plan would then be written by the principal and instructional coach to serve the needs of students who are targeted for assistance.</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>All 8 of Wayne County's schools are Title I schoolwide schools. There are 5 elementary schools in Wayne County that serve students in Pre-K – 5th grade. Students receive academic instruction based on the Georgia Standards of Excellence in reading/language arts, mathematics, science, and social studies. Students receive a minimum of 300 minutes of academic instruction each day. All students, except for Pre-K, also receive instruction in physical education and health. Students are sometimes placed in special programs that facilitate proper instructional differentiation to meet the needs of individual students. Some of those programs are: gifted, Early Intervention Program (EIP), special education, English to Speakers of Other Languages (ESOL) and Multi-Tiered System of Supports (MTSS). Students receive a minimum of 300 minutes of instruction each day. There are 2 middle schools in Wayne County that serve students in grades 6-8. The schools operate under the middle school program criteria set forth by GADOE rule 160-4-2-.05. Students are placed on academic teams and the teachers have common planning time with other team members. Students receive academic</p>
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Title I, Part A – Instructional Programs

	<p>instruction based on the Georgia Standards of Excellence in reading/language arts, mathematics, science, and social studies. Students receive a minimum of 330 minutes of instruction each day. Instruction beyond the academic classes that is designed to integrate and apply the skills and concepts taught in the academic classes is offered through Connections or exploratory classes such as physical education, band, family and consumer sciences, art, technology, and computer sciences. Students are sometimes placed in special programs that facilitate proper instructional differentiation to meet the needs of individual students. Some of those programs are: gifted, Remedial Education Program (REP), special education, English to Speakers of Other Languages (ESOL) and Multi-Tiered System of Supports (MTSS).</p> <p>There is one high school in Wayne County that serves students in grades 9-12. The instructional day is based on a 4x4 block schedule, which means that students take four 1.5 hour courses each semester. Each student has the opportunity to earn 8 Carnegie units per year. Students receive academic instruction based on the Georgia Standards of Excellence in reading/language arts, mathematics, science, and social studies. Students also have opportunities to participate in a robust career, technical, agricultural education (CTAE) program, physical education, band, and foreign languages. Students are sometimes placed in special programs that facilitate proper instructional differentiation to meet the needs of individual students. Some of those programs are: gifted, Remedial Education Program (REP), special education, English to Speakers of Other Languages (ESOL) and Multi-Tiered System of Supports (MTSS). Students receive a minimum of 330 minutes of instruction each day.</p> <p>The Wayne county School District does not have any N and D facilities.</p>

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p>	<p>As new students are enrolled, registrars have the parent or guardian complete two forms – a student information form that includes the home language survey and the family information sheet and an occupational survey questionnaire provided by the DOE. The Occupational Survey is part of the back-to-school registration packet and is reviewed annually by the MSSP to ensure that the most current form is being used. All Migrant Occupational surveys are forwarded to the Migrant SSP on the day of receipt. Information submitted where the parent/guardian checked "yes" on the occupational survey question will be evaluated and interviewed for eligibility for the migrant program by the MSSP and contact with the state recruiter will be made within two days. School registrars have received training on identification of ELL and migrant students and procedures are in place for the notification of appropriate personnel when potentially program eligible students enroll. The Wayne County Migrant SSP will identify and recruit eligible families and youth moving into or currently residing in the county. The SSP follows ID & R procedures for recruiting in the community. They follow-up on leads from recruiting visits and PAC meetings. COEs will be submitted within two days.</p> <p>The timely transfer of pertinent school records, including information on health, when children move from one school to another is crucial. School registrars and the FTE/SIS coordinator work together to develop and evaluate procedures for handling school records in an appropriate and efficient manner. This includes processing records requests for incoming students as well as handling records requests from schools receiving withdrawn students. School registrars are directed to process records requests within and no later than three days after a student has enrolled or a request has been received from another system. Once a request for records has been received from another school system, the registrar also notifies the system FTE coordinator at the central office to allow for claiming of the student ID number if the student is from another Georgia school system. The system FTE coordinator verifies monthly Migrant Current Enrollment Reports and updates system student information with eligibility.</p> <p>How the district will use the Migrant Student Information Exchange (MSIX):</p> <p>The Migrant Student Information Exchange (MSIX) is also used to facilitate interstate and intrastate exchange of information and coordination of services for migratory children. All MSSP have been trained how to enter and retrieve information from the system. This is used as another tool for evaluating and serving students appropriately.</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).</p> <p>2. Direct-funded LEAs describe:</p> <p>3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer.</p> <p>4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.</p>	<p>Supplemental support services and outreach activities for migratory preschool children, out of school youth and their families are provided when students are identified. Summer school and summer feeding programs are highly advertised for the migrant students. The spring PAC meeting contains information and provides the opportunity to register for the summer school program. School nutrition feeding sites are also distributed, as well as tips tips for parents during the summer.</p> <p><u>Outreach Activities</u></p> <p>Preschool children--(after a family is recruited)</p> <p>A home visit is made to test the child to identify specific needs (e.g. language acquisition, and number, letters, shape, color recognition) so that activities can be prepared.</p> <ul style="list-style-type: none"> ● School nurse coordinator offers hearing and vision screening, free of charge to students and parents. If the child needs further testing and is referred to a doctor, translation services are available for the parent to set up the appointments. ● When the preschool children reach the age (4 years old) to enter pre-k, parents are assisted with school enrollment paperwork and necessary documentation, such as vaccination records from health department. ● Families are invited to local PAC meetings three times a year. We take advantage of this by inviting special guests to share "at home" reading tips for preschool-elementary age children. <p><u>Dropouts</u></p> <ul style="list-style-type: none"> ● Dropouts are provided information on GED classes, ESL learning materials, and other pertinent information to further their education, and encouraged to take advantage of these opportunities. ● There is assistance in scheduling appointments to follow up on academic goals; appointments are scheduled around the work schedule of the individual(s). <p><u>Out of School Youth</u></p> <ul style="list-style-type: none"> ● Once recruited, OSY are given an English book (Level 1) and a pamphlet with the program's information, provided by the Migrant Education Program. along with our contact information. ● Once they qualify, a Health Kit Backpack is provided along with a guide to prevent the risks of pesticides. ● An OSY Profile is completed on the second visit after being recruited. The form helps determine the specific necessities the OSY needs. For example, many times, OSY's ask for materials to learn or improve the English language. ● Health lessons are also provided, but only when there is adequate time to teach. The OSY who come to our area sometimes only stay between 1-2 weeks. ● OSY are also invited to our local PAC meetings, are provided with a meal, and are encouraged to participate in the planned activities. <p><u>IP Data Analysis and Academic Goals</u> Elementary</p>
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Title I, Part C – Migrant Supplemental Support Services

	<p>Our project plan projected outcome is that at least 80% of migrant participants in grade K-5 will have at least 5% growth in reading comprehension. Students will be tested at least times per year (tentatively August, December, and April) by the i-Ready universal literacy screener. Middle</p> <p>Our project plan projected outcome is that at least 80% of migrant participants in grade 6-8 will have at least 5% growth in reading comprehension. Students will be tested at least times per year (tentatively August, December, and April) by the i-Ready universal literacy screener. High</p> <p>Our project plan projected outcome is that at least 80% of migrant participants in grade 9-12 will have at least 5% growth in reading comprehension. Students will be tested at least times per year (tentatively August, December, and April) by STAR Literacy universal screener. School Readiness</p> <p>Assessment data reveals that school readiness students have scored an average 17% on the reading/language development area on the Preschool Checklist of Basic School Readiness Skills Test. Based on that data, a need for improved reading/language acquisition has been identified.</p> <p>Our project plan projected outcome is that all students serviced through the IP will show at least a 5% increase in scores from pre- to post-test. <u>Out-of-School Youth (OSY)/Drop-Outs (DOs)</u> Based on FY19 verbal communication with OSY and profiles, we have determined a need for greater exposure to the English language. OSY's, as well as some of their parents, have expressed concern because of the language barrier they are experiencing since they have entered the United States to seek employment.</p> <p>Our project plan projected outcome is that all students serviced through the IP will show at least a 5% increase in scores from pre- to post-test (Out of School Youth English Screener).</p>
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: 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>Wayne County will continue to focus on improving attendance, reducing discipline, and increasing course completion with Wayne County students, with a concentrated focus on at-risk students.</p> <p>The attendance, behavior (office discipline referrals), and course completion will be reviewed for all students with disabilities at the high school on a quarterly basis by the Special Education Director. The Special Education Director will collaborate with high school staff to provide technical assistance to special education staff and specialized instruction to special education students that are not making progress.</p> <p>To improve attendance, a more proactive (than reactive) approach is planned to inform parents and the community of the importance of good attendance at school. Students who are at risk for poor attendance are identified before school starts based on previous year's attendance using USHA. These students will be paired with an adult who will encourage and reinforce good attendance throughout the year. During Buzz Block at the high school, each identified student with a disability who is at risk will track their attendance in their Leadership Portfolio using the Leader in Me resources.</p> <p>To improve behavior, the teacher mentor program focuses on strategies for behavior management in the classroom. Professional learning will be provided on classroom management to designated personnel as identified by leadership and mentors. Leader in Me has been implemented in all of our schools which teaches students that they are leaders and can have a positive impact on their community. Additionally, the counseling department recognizes a group of 5 students nominated by teachers who have shown leadership and good behavior each week.</p> <p>A continued focus is placed on scheduling to ensure that all students with disabilities are able to receive specialized instruction from a Special Education Teacher for every area of need noted on the Individualized Education Plan. The Special Education Director or Assistant Director of Special Education assists each school in their scheduling to ensure all special education students are scheduled correctly. Schedules are updated as changes are made.</p> <p>The Wayne County School System has a Transition Coordinator that checks all transition plans for compliance. The Coordinator also keeps documentation of post-secondary outcomes.</p> <p>MTSS is also focusing on behavior, as well as academics, during the school year. The Intervention Support Specialists will assist schools and teachers with planning and implementing behavioral and academic interventions for students.</p> <p>Course completion will continue to be tracked and there will be more</p>
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IDEA Performance Goals:

	<p>emphasis on academic interventions and the data that is derived and reported on the interventions. Data will be reported on all interventions used.</p> <p>Transition meetings are held yearly to discuss special education students and their transitioning to another school so the transition will be smooth and ensure all IEP components are met. At the high school, caseload managers keep the same caseload for all 4 years to aid in building family and student relationships and to keep students engaged in building and mastering their IEP goals as well as their courses.</p> <p>A Wayne County Special Education Administrator meets quarterly with all Special Education Teachers to provide professional learning and review procedures. The Special Education Director or designee informs building level administrators of any issues. Walkthroughs and observations of Special Education Teachers are also completed by building administrators using the TKES Evaluation Tools. Professional Learning Plans are written if necessary.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include: LEA procedures Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities: Wayne County Schools will host an annual meeting with homeschool parents and private school representatives to collaborate about needs. Wayne County will ensure that a public notification is provided before conducting any significant activity that is designed to identify, locate, or evaluate children. The Special Education Director will provide annual public notification in the following print and electronic sources: Wayne County Schools website and a notice in the local newspaper. The following activities shall be conducted to identify children ages 3-5 suspected as having disabilities: Wayne County School Pre-Kindergarten Program (Bright from the Start) will participate in MTSS as part of Wayne County Schools. Informative brochures about development that are provided in the community to include: private preschools, the Wayne County Health Department, "Freedom of Information" Stations in each public school, and physicians' offices. Head Start, private schools, and/or parents will participate in MTSS to monitor student progress of children ages 3-5 that are experiencing developmental delays. The Preschool Coordinator uses a universal screener. The Preschool Coordinator will provide support and guidance throughout this process. The Special Education Director will meet with the Preschool Coordinator quarterly to review implementation and progress. The Preschool Coordinator meets with families on an individual basis prior to evaluations and afterwards. The PreK teachers hold annual parent meetings and parent conferences. Wayne County employs Preschool Intervention Teachers, paraprofessionals and Preschool Coordinator. All professionals work together to meet the needs of students ages 3-5 that have disabilities. This staff collaborates with Headstart and helps monitor all special education activities. Preschool services are provided in small group and regular education environments based on student needs. These</p>
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IDEA Performance Goals:

	<p>services can include specialized services from a special education teacher, speech therapist, OT, or PT.</p> <p>Wayne County's Special Education Preschool Intervention Teachers will participate in Babies Can't Wait transition meetings to ensure a special education evaluation, eligibility, and IEP are in place by the child's third birthday. Wayne County's Special Education Preschool Coordinator completes an evaluation and ensures all timelines are met. The Special Education Director monitors timelines on a monthly basis. Wayne County Schools Migrant Program and the Migrant Student Service Providers will refer any child who is suspected of having a disability to the school MTSS coordinator.</p> <p>A Wayne County Special Education Administrator meets quarterly with all Special Education Teachers to provide professional learning and review procedures. The Special Education Director or designee informs building level administrators of any issues. Walkthroughs and observations of Special Education Teachers are also completed by building administrators using the TKES Evaluation Tools. Professional Learning Plans are written if necessary.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include: How teachers are trained on IEP/eligibility procedures and instructional practices How LRE is ensured The continuum of service options for all SWDs How IEP accommodations/modifications are shared with teachers who are working with SWDs Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>IDEA Performance Goal 3: Improve compliance with state and federal laws and regulations: Wayne County will continue to revise and refine special education policies and procedures to ensure improvement in general supervision and guidance. Wayne County will monitor compliant practices using reports from GOIEP.</p> <p>All children with disabilities between ages 3-21 who are residing in the Wayne County School District are entitled to a free appropriate public education (FAPE).</p> <p>Wayne County School System has a working relationship with Babies Can't Wait, Head Start, and private daycares/schools in identifying students with disabilities in a timely manner.</p> <p>Extended school year (ESY) services are provided to students who need such services to receive FAPE. This determination is made annually at IEP meetings.</p> <p>Wayne County Schools consider supplementary aides and services necessary to provide students with disabilities the equal opportunity to participate in nonacademic and extracurricular activities.</p> <p>IEP Teams review student data annually to determine progress and appropriate placement for the student to be educated in the least restrictive environment (LRE). There is a continuum of services options for all students with disabilities.</p> <p>Wayne County Schools provides print instructional materials in specialized, accessible formats (i.e. Braille, audio, digital, large-print, etc.) to children who are blind or other print disabled. The system takes all reasonable steps to ensure that children with print disabilities have access to their accessible format instructional materials at the same time as students without print disabilities.</p> <p>At the beginning of each school year and semester for high school students, caseload managers share accommodations, modifications,</p>
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IDEA Performance Goals:

	<p>assistive technology needs, and behavior intervention plans with all general education staff that serve their students. Each staff member must sign a verification that they have read and understand the provisions that are needed for each student they serve. As IEPs are reviewed or new students are received, caseload managers follow the same steps to verify all staff understand the provisions needed for each student.</p> <p>We will work with Family Engagement to plan and implement parent training.</p> <p>A Wayne County Special Education Administrator meets quarterly with all Special Education Teachers to provide professional learning and review procedures. The Special Education Director or designee informs building level administrators of any issues. Walkthroughs and observations of Special Education Teachers are also completed by building administrators using the TKES Evaluation Tools. Professional Learning Plans are written if necessary.</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 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>Wayne County School System will continue to participate in GOIEP to write federally compliant IEPs. GOIEP's internal reports help maintain deadlines. These reports are reviewed monthly and given to the lead teachers at each school to give to their Special Education Teachers. Procedures are in place to monitor the completion of paperwork and referrals to special education. Emails are sent and cc'd to the building administrator if there are any issues.</p> <p>The Wayne County School System supports new teachers to the field by providing them with a mentor and training opportunities.</p> <p>Wayne County's Special Education Leadership Team meets monthly to review and ensure policies, practices, and procedures are being followed. Lead Special Education Teachers from each school meet with the Special Education Leadership Team members to give updates monthly. Lead teachers take the information back to their designated schools and have a school meeting. The Special Education Director and the Assistant Director participate in professional development provided by the GADOE and the district.</p> <p>The lead teachers at each school check all IEPs for compliance before they are finalized.</p> <p>A Wayne County Special Education Administrator meets quarterly with all Special Education Teachers to provide professional learning and review procedures. The Special Education Director or designee informs building level administrators of any issues. Walkthroughs and observations of Special Education Teachers are also completed by building administrators using the TKES Evaluation Tools. Professional Learning Plans are written if necessary.</p>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

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

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

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	100% Transfer of FY24 Title IV, Part A.
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Intervention Effective - Adjust Activities/Strategies Professional learning is an effective intervention to reduce academic inequities. The plan was implemented but did not eliminate the gap. Professional learning will continue next year with an adjusted focus to reflect our CNA needs and recently adopted strategic plan.</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>Professional learning is an effective intervention to reduce academic inequities. The plan was implemented but did not eliminate the gap. Professional learning will continue next year with an adjusted focus to reflect our CNA needs and recently adopted strategic plan.</p>			
	<p>Proficient and Above</p>	<p>FY21 Wayne to State</p>	<p>FY22 Wayne to State</p>	<p>FY23 Wayne to State</p>
	<p>ELA EOG</p>	<p>-5.8%</p>	<p>-4%</p>	<p>-8%</p>
	<p>Math EOG</p>	<p>-1.2%</p>	<p>-1%</p>	<p>0%</p>
	<p>Science EOG</p>	<p>1.1%</p>	<p>-2%</p>	<p>-3%</p>
	<p>Social Studies EOG</p>	<p>-11.6%</p>	<p>-4%</p>	<p>-8%</p>
	<p>Algebra I</p>	<p>3.8%</p>	<p>-4%</p>	<p>1%</p>
	<p>Biology</p>	<p>5.2%</p>	<p>-5%</p>	<p>4%</p>
	<p>US History</p>	<p>3.7%</p>	<p>-1%</p>	<p>-7%</p>
<p>The FY23 Equity Action Plan data variable was GMAS EOC and EOG student achievement data. Gaps between Wayne County Schools and the State percentage of learners scoring proficient and above are shown in the chart.</p> <p>In FY21, gaps existed in ELA, Math, and Social Studies EOGs. In FY22, these gaps were reduced but still present. Gaps in Science EOG, Algebra I, Biology, and US History EOCs arose. In FY22, there were seven content areas where Wayne County Schools had a smaller percentage of learners scoring proficient and above than the State.</p>				

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

	<p>FY23 GMAS results show Wayne County Schools closed the gap between the percentage of learners scoring proficient and above compared to the State in three content areas: Math EOG, Algebra I, and Biology. This reflects the effectiveness of the equity intervention of targeted teacher development.</p> <p>Survey data also support the effectiveness of targeted teacher development. The Georgia School Performance Survey results compiled for all schools reflect 88% Exemplary and Operational responses for professional capacity standards related to professional learning. The Georgia District Performance Survey responses for our system reflect 81% Exemplary and Operational for professional learning-related standards.</p> <p>In FY24, Wayne County Schools will continue targeted teacher development on content, pedagogy, and student supports and interventions to address the remaining student achievement gaps. Adjustments will be made to reflect recent CNA data used to define our system's strategic plan initiatives. Professional development will focus on the Wayne County Instructional Framework, modeled after the System for Effective School Instruction from GaDOE.</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?</p> <p>Intervention Effective – Equity Gap Eliminated</p> <p>Intervention Effective – Maintain Activities/Strategies</p> <p>Intervention Effective – Adjust Activities/Strategies</p> <p>Intervention Not Effective – Adjust Activities/Strategies</p> <p>Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Intervention Effective - Adjust Activities/Strategies</p> <p>Equitable access to student interventions was implemented; however, the gap was not eliminated. We will continue the same intervention with activity adjustments for closer alignment with our CNA needs and our recently adopted strategic plan.</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>Equitable access to student interventions was implemented; however, the gap was not eliminated. We will continue the same intervention with activity adjustments for closer alignment with our CNA needs and our recently adopted strategic plan.</p> <p>The primary strategy to provide equitable access to student interventions included the alignment of tiered interventions with student needs. Student movement between the tiers of intervention determined the strategy's effectiveness. In FY23, 116 of 805 (~14%) of students in the tiers of intervention reduced their need for tiered support. With realigned interventions, 72 students moved from Tier 2 to Tier</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

1 support, and 44 moved from Tier 3 to Tier 2 support. Eighty-four students (~10%) were placed in Special Education for additional support.				
Multi-Tiered Student Supports	Total	Tier 2 to Tier 1 Movement	Tier 3 to Tier 2 Movement	SPED Placement
Students	805	72	44	84
		9%	5%	10%
<p>The strategy did not eliminate the gap between the percentage of students on or above grade-level reading in Wayne County and the State as measured by GMAS Lexile levels. The gap for students in grades three and eight increased. The gap for students in American Lit decreased by 3%. Fifth grade students scored 1% above the state average but dropped from 3% above the State average in FY22.</p>				
Lexile Levels On or Above - Wayne to State				
Grade	FY19	FY21	FY22	FY23
3	3%	-1%	0%	-4%
5	5%	-5%	3%	1%
8	-15%	-2%	2%	-3%
Am Lit	-9%	8%	-8%	-5%
<p>Due to the decrease in student Lexile scores and overall GMAS proficient and distinguished scores, Wayne County will continue working toward alignment of tiered interventions by redesigning the entire Multi-Tiered Student Supports system process. The MTSS redesign begins this year in addition to a laser focus on Tier 1 instruction with full implementation of the Wayne County Instructional Framework. The focus on Tier 1 instruction is the strategy to address our FY24 Equity Gap #1.</p> <p>Wayne County will continue the equity intervention of providing equitable access to student support programs and interventions, and the strategy will shift to monitoring the ongoing implementation of the Leader in Me to reduce the percentage of exclusionary discipline incidents in Wayne County.</p>				

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	All private schools are notified each school year to consult. No private schools accept the invitation to consult.
Title II, Part A	All private schools are notified each school year to consult. No private schools accept the invitation to consult.
Title III, Part A	All private schools are notified each school year to consult. No private schools accept the invitation to consult.
Title IV, Part A	All private schools are notified each school year to consult. No private schools accept the invitation to consult.
Title IV, Part B	All private schools are notified each school year to consult. No private schools accept the invitation to consult.
Title I, Part C	All private schools are notified each school year to consult. No private schools accept the invitation to consult.
IDEA 611 and 619	All private schools are notified each school year to consult. Speech services are offered to private school students.