

# Comprehensive Needs Assessment 2026 - 2027 District Report

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Douglas County

# 1. PLANNING AND PREPARATION

## 1.1 Identification of Stakeholders

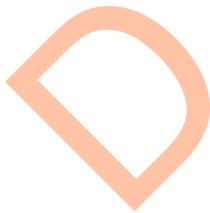
Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement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

### Required Stakeholders

Program	Position/Role	How did this stakeholder provide input into the CLIP
Multiple Program(s)	Principals	<p>The Douglas County School System administered a stakeholder survey inclusive of all required stakeholder groups, in alignment with the Georgia Department of Education (GADOE) Cross-Functional Monitoring requirements. The survey provides stakeholders the opportunity to identify their role and review the draft version of the Consolidated LEA Improvement Plan (CLIP). Additionally, stakeholders are invited to submit comments and recommendations to inform the development of the plan.</p> <p>The survey also includes access to key components of the Consolidated Application, including the identified needs and District Improvement Plan, the LEA Parent and Family Engagement Plan, the Foster Care Transportation Plan, and the Title I, Part C Identification and Recruitment Plan. These components are shared to ensure comprehensive stakeholder input.</p> <p>To promote broad participation, the stakeholder survey is posted on the district's website, disseminated through available social media platforms, and distributed via email to required stakeholders. Principals are further directed to share the survey with both internal and external school stakeholders to ensure meaningful input into the CLIP.</p>
Multiple Program(s)	Other School Leaders	<p>The Douglas County School System administered a stakeholder survey inclusive of all required stakeholder groups, in alignment with the Georgia Department of Education (GADOE) Cross-Functional Monitoring requirements. The survey provides stakeholders the opportunity to identify their role and review the draft version of the Consolidated LEA Improvement Plan (CLIP). Additionally, stakeholders are invited to submit comments and recommendations to inform the development of the plan.</p> <p>The survey also includes access to key components of the Consolidated Application, including the identified needs and District Improvement Plan, the LEA Parent and Family Engagement Plan, the Foster Care Transportation Plan, and the Title I, Part C Identification and Recruitment Plan. These components are shared to ensure comprehensive stakeholder input.</p> <p>To promote broad participation, the stakeholder survey is posted on the district's website, disseminated through available social media platforms, and distributed via email to required stakeholders. Principals are further directed to share the survey with both internal and external school stakeholders to ensure meaningful input into the CLIP.</p>
Multiple Program(s)	Charter School Leaders(if the LEA has charter schools)	<p>The Douglas County School System administered a stakeholder survey inclusive of all required stakeholder groups, in alignment with the Georgia Department of Education (GADOE) Cross-Functional Monitoring requirements. The survey provides stakeholders the</p>

		<p>opportunity to identify their role and review the draft version of the Consolidated LEA Improvement Plan (CLIP). Additionally, stakeholders are invited to submit comments and recommendations to inform the development of the plan.</p> <p>The survey also includes access to key components of the Consolidated Application, including the identified needs and District Improvement Plan, the LEA Parent and Family Engagement Plan, the Foster Care Transportation Plan, and the Title I, Part C Identification and Recruitment Plan. These components are shared to ensure comprehensive stakeholder input.</p> <p>To promote broad participation, the stakeholder survey is posted on the district’s website, disseminated through available social media platforms, and distributed via email to required stakeholders. Principals are further directed to share the survey with both internal and external school stakeholders to ensure meaningful input into the CLIP.</p>
Multiple Program(s)	Teachers	<p>The Douglas County School System administered a stakeholder survey inclusive of all required stakeholder groups, in alignment with the Georgia Department of Education (GADOE) Cross-Functional Monitoring requirements. The survey provides stakeholders the opportunity to identify their role and review the draft version of the Consolidated LEA Improvement Plan (CLIP). Additionally, stakeholders are invited to submit comments and recommendations to inform the development of the plan.</p> <p>The survey also includes access to key components of the Consolidated Application, including the identified needs and District Improvement Plan, the LEA Parent and Family Engagement Plan, the Foster Care Transportation Plan, and the Title I, Part C Identification and Recruitment Plan. These components are shared to ensure comprehensive stakeholder input.</p> <p>To promote broad participation, the stakeholder survey is posted on the district’s website, disseminated through available social media platforms, and distributed via email to required stakeholders. Principals are further directed to share the survey with both internal and external school stakeholders to ensure meaningful input into the CLIP.</p>
Multiple Program(s)	Paraprofessionals (if the LEA has this position)	<p>The Douglas County School System administered a stakeholder survey inclusive of all required stakeholder groups, in alignment with the Georgia Department of Education (GADOE) Cross-Functional Monitoring requirements. The survey provides stakeholders the opportunity to identify their role and review the draft version of the Consolidated LEA Improvement Plan (CLIP). Additionally, stakeholders are invited to submit comments and recommendations to inform the development of the plan.</p> <p>The survey also includes access to key components of the Consolidated Application, including the identified needs and District Improvement Plan, the LEA Parent and Family</p>

		<p>Engagement Plan, the Foster Care Transportation Plan, and the Title I, Part C Identification and Recruitment Plan. These components are shared to ensure comprehensive stakeholder input.</p> <p>To promote broad participation, the stakeholder survey is posted on the district’s website, disseminated through available social media platforms, and distributed via email to required stakeholders. Principals are further directed to share the survey with both internal and external school stakeholders to ensure meaningful input into the CLIP.</p>
<p>Multiple Program(s)</p>	<p>Specialized Instructional Support Staff</p>	<p>The Douglas County School System administered a stakeholder survey inclusive of all required stakeholder groups, in alignment with the Georgia Department of Education (GADOE) Cross-Functional Monitoring requirements. The survey provides stakeholders the opportunity to identify their role and review the draft version of the Consolidated LEA Improvement Plan (CLIP). Additionally, stakeholders are invited to submit comments and recommendations to inform the development of the plan.</p> <p>The survey also includes access to key components of the Consolidated Application, including the identified needs and District Improvement Plan, the LEA Parent and Family Engagement Plan, the Foster Care Transportation Plan, and the Title I, Part C Identification and Recruitment Plan. These components are shared to ensure comprehensive stakeholder input.</p> <p>To promote broad participation, the stakeholder survey is posted on the district’s website, disseminated through available social media platforms, and distributed via email to required stakeholders. Principals are further directed to share the survey with both internal and external school stakeholders to ensure meaningful input into the CLIP.</p>



<p>Multiple Program(s) Title I, Part A Title III, Part A</p>	<p>Parents (s) Title I Parent EL Parent (if the LEA receives Title III, Part A funds)</p>	<p>The Douglas County School System administered a stakeholder survey inclusive of all required stakeholder groups, in alignment with the Georgia Department of Education (GADOE) Cross-Functional Monitoring requirements. The survey provides stakeholders the opportunity to identify their role and review the draft version of the Consolidated LEA Improvement Plan (CLIP). Additionally, stakeholders are invited to submit comments and recommendations to inform the development of the plan.</p> <p>The survey also includes access to key components of the Consolidated Application, including the identified needs and District Improvement Plan, the LEA Parent and Family Engagement Plan, the Foster Care Transportation Plan, and the Title I, Part C Identification and Recruitment Plan. These components are shared to ensure comprehensive stakeholder input.</p> <p>To promote broad participation, the stakeholder survey is posted on the district's website, disseminated through available social media platforms, and distributed via email to required stakeholders. Principals are further directed to share the survey with both internal and external school stakeholders to ensure meaningful input into the CLIP.</p>
<p>Multiple Program(s)</p>	<p>Community Partners</p>	<p>The Douglas County School System administered a stakeholder survey inclusive of all required stakeholder groups, in alignment with the Georgia Department of Education (GADOE) Cross-Functional Monitoring requirements. The survey provides stakeholders the opportunity to identify their role and review the draft version of the Consolidated LEA Improvement Plan (CLIP). Additionally, stakeholders are invited to submit comments and recommendations to inform the development of the plan.</p> <p>The survey also includes access to key components of the Consolidated Application, including the identified needs and District Improvement Plan, the LEA Parent and Family Engagement Plan, the Foster Care Transportation Plan, and the Title I, Part C Identification and Recruitment Plan. These components are shared to ensure comprehensive stakeholder input.</p> <p>To promote broad participation, the stakeholder survey is posted on the district's website, disseminated through available social media platforms, and distributed via email to required stakeholders. Principals are further directed to share the survey with both internal and external school stakeholders to ensure meaningful input into the CLIP.</p>
<p>McKinney-Vento Homeless</p>	<p>Homeless Liaison</p>	<p>The Douglas County School System administered a stakeholder survey inclusive of all required stakeholder groups, in alignment with the Georgia Department of Education (GADOE) Cross-Functional Monitoring requirements. The survey provides stakeholders the opportunity to identify their role and review the draft version of the Consolidated LEA Improvement Plan (CLIP). Additionally, stakeholders are invited to submit comments and recommendations to inform the development of the plan.</p> <p>The survey also includes access to key components of the Consolidated Application, including the identified needs and District Improvement Plan, the LEA Parent and Family Engagement Plan, the Foster Care Transportation Plan, and the Title I, Part C Identification and Recruitment Plan. These components are shared to ensure comprehensive stakeholder input.</p> <p>To promote broad participation, the stakeholder survey is posted on the district's website, disseminated through available social media platforms, and distributed via email to required stakeholders. Principals are further directed to share the survey with both internal and external school stakeholders to ensure meaningful input into the CLIP.</p>

<p>Title I, Part A – Foster Care</p>	<p>Foster Care Point of Contact</p>	<p>The Douglas County School System administered a stakeholder survey inclusive of all required stakeholder groups, in alignment with the Georgia Department of Education (GADOE) Cross-Functional Monitoring requirements. The survey provides stakeholders the opportunity to identify their role and review the draft version of the Consolidated LEA Improvement Plan (CLIP). Additionally, stakeholders are invited to submit comments and recommendations to inform the development of the plan.</p> <p>The survey also includes access to key components of the Consolidated Application, including the identified needs and District Improvement Plan, the LEA Parent and Family Engagement Plan, the Foster Care Transportation Plan, and the Title I, Part C Identification and Recruitment Plan. These components are shared to ensure comprehensive stakeholder input.</p> <p>To promote broad participation, the stakeholder survey is posted on the district’s website, disseminated through available social media platforms, and distributed via email to required stakeholders. Principals are further directed to share the survey with both internal and external school stakeholders to ensure meaningful input into the CLIP.</p>
<p>Title I, Part C</p>	<p>Out-of-School Youth and/or Drop-out Participant (if the LEA receives Title I, Part C funds)</p>	<p>The Douglas County School System administered a stakeholder survey inclusive of all required stakeholder groups, in alignment with the Georgia Department of Education (GADOE) Cross-Functional Monitoring requirements. The survey provides stakeholders the opportunity to identify their role and review the draft version of the Consolidated LEA Improvement Plan (CLIP). Additionally, stakeholders are invited to submit comments and recommendations to inform the development of the plan.</p> <p>The survey also includes access to key components of the Consolidated Application, including the identified needs and District Improvement Plan, the LEA Parent and Family Engagement Plan, the Foster Care Transportation Plan, and the Title I, Part C Identification and Recruitment Plan. These components are shared to ensure comprehensive stakeholder input.</p> <p>To promote broad participation, the stakeholder survey is posted on the district’s website, disseminated through available social media platforms, and distributed via email to required stakeholders. Principals are further directed to share the survey with both internal and external school stakeholders to ensure meaningful input into the CLIP.</p>
<p>Title II, Part A</p>	<p>Other Organizational Partners (such as RESA, SREB, REL, AIR, Solution Tree)</p>	<p>The Douglas County School System administered a stakeholder survey inclusive of all required stakeholder groups, in alignment with the Georgia Department of Education (GADOE) Cross-Functional Monitoring requirements. The survey provides stakeholders the opportunity to identify their role and review the draft version of the Consolidated LEA Improvement Plan (CLIP).</p>

		<p>Additionally, stakeholders are invited to submit comments and recommendations to inform the development of the plan.</p> <p>The survey also includes access to key components of the Consolidated Application, including the identified needs and District Improvement Plan, the LEA Parent and Family Engagement Plan, the Foster Care Transportation Plan, and the Title I, Part C Identification and Recruitment Plan. These components are shared to ensure comprehensive stakeholder input.</p> <p>To promote broad participation, the stakeholder survey is posted on the district's website, disseminated through available social media platforms, and distributed via email to required stakeholders. Principals are further directed to share the survey with both internal and external school stakeholders to ensure meaningful input into the CLIP.</p>
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<p>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</p>	<p>The team ensures a diverse and inclusive representation of perspectives by engaging all required stakeholder groups and sharing information with the broader community, with the intent of soliciting a wide range of input from both within the school system and external stakeholders.</p>
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How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?

The team will ensure meaningful input into the needs assessment process by distributing the information in multiple ways, across multiple stakeholders, and providing ample time for stakeholders to have an opportunity to provide valuable input.

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2. DATA COLLECTION ANALYSIS - OPTIONAL ✓

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). 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.	OPTIONAL
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.	OPTIONAL
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.	OPTIONAL
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the <a href="#">LKES Handbook</a> .	

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.	OPTIONAL
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.	OPTIONAL
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	OPTIONAL
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.	OPTIONAL
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.	OPTIONAL
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.	OPTIONAL
<p>To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the <a href="#">TKES Handbook</a>.</p>	

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2. DATA COLLECTION ANALYSIS - OPTIONAL

2.2 Effective Leadership

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

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.	OPTIONAL
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	OPTIONAL
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.	OPTIONAL
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.	OPTIONAL
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	OPTIONAL
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the <a href="#">LKES Handbook</a>.</p>	

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.	OPTIONAL
<p>To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the <a href="#">TKES Handbook</a>.</p>	

## 2. DATA COLLECTION ANALYSIS - OPTIONAL

### 2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). 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.	OPTIONAL
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	OPTIONAL
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.	OPTIONAL
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.	OPTIONAL
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	OPTIONAL

Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the [LKES Handbook](#).

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

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## 2. DATA COLLECTION ANALYSIS - OPTIONAL

### 2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). 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.	OPTIONAL
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	OPTIONAL
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the <a href="#">LKES Handbook</a>.</p>	

Teacher Keys Effectiveness System- Standard

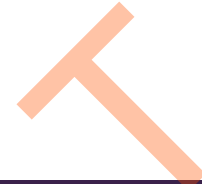
Standard	Score
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	OPTIONAL
<p>To maximize the validity and reliability of growth measures for evaluating educator performance,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

2. DATA COLLECTION ANALYSIS - OPTIONAL

5.2 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

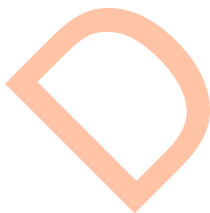
GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
1. Exemplary	Actions of leaders throughout the district reflect a deep understanding 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.	OPTIONAL
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.	OPTIONAL
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.	OPTIONAL
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.	OPTIONAL
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	OPTIONAL
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.	OPTIONAL
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.	OPTIONAL
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	OPTIONAL
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the <a href="#">LKES Handbook</a> .	

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.	OPTIONAL
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.	OPTIONAL
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.	OPTIONAL
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	OPTIONAL
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.	OPTIONAL
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.	OPTIONAL
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	OPTIONAL
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.	OPTIONAL
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.	OPTIONAL
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	OPTIONAL
<p>To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the <a href="#">TKES Handbook</a>.</p>	



2. DATA COLLECTION ANALYSIS - OPTIONAL

5.3 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>N/A Optional</p>
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<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>N/A Optional</p>
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>N/A Optional</p>
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<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")</p>	<p>N/A Optional</p>
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What achievement data did you use?	N/A Optional
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What does your achievement data tell you?	N/A Optional
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What demographic data did you use?	N/A Optional
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What does the demographic data tell you?	N/A Optional
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6. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

6.1 Strengths and Challenges Based on Trends and Patterns - Optional

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

N/A Optional

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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Strengths and Challenges Based on Trends and Patterns

Mrs. Goodman

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?	N/A Optional
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Mrs. Timms/Dr. Davis

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?	N/A Optional
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Dr. Mack

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?	N/A Optional
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IDEA - Special Education

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

Strengths	N/A Optional
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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.

Challenges	N/A Optional
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## Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	N/A Optional
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Challenges	N/A Optional
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## Title I, Part A - Foster Care

Strengths	N/A Optional
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Challenges	N/A Optional
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## Title I, Part A - Parent and Family Engagement

Strengths	N/A Optional
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Challenges	N/A Optional
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through 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	N/A Optional
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Challenges	N/A Optional
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	N/A Optional
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Challenges	N/A Optional
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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 FY25 Title II, Part A funds."

Strengths	N/A Optional
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Challenges	N/A Optional
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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.

# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Language Instruction for English Learners and Immigrant Students

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

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

Strengths	N/A Optional
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Challenges	N/A Optional
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## Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	N/A Optional
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Challenges	N/A Optional
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## Title IV, Part A - Student Support and Academic Enrichment—Dr. Stoutmire

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

Strengths	N/A Optional
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Challenges	N/A Optional
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Title I, Part A - Equitable Access to Effective Educators

Strengths	N/A Optional
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Challenges	N/A Optional
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## Title V, Part B - Rural Education

Strengths	N/A
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Challenges	N/A
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## 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

### 6.2 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	Teaching and Learning
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	<p>Our primary focus is to elevate academic excellence across all K-12 classrooms by implementing data-driven instruction that directly responds to student performance needs. To achieve this, teachers will be supported with continuous, targeted professional learning and instructional coaching, with a unified priority on increasing the percentage of students reading on or above grade level. By strengthening these foundational skills and optimizing classroom instruction, we are committed to boosting graduation rates and ensuring that every student graduates fully prepared for college and future career success.</p> <p>Performance Objectives:</p> <ul style="list-style-type: none"> <li>- Ensure instruction is based on student performance data,</li> <li>- Increase graduation rates, college and career readiness for all students in k-12</li> <li>- Teachers will receive ongoing professional learning and coaching to increase the percentage of students reading on or above grade level.</li> </ul>
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#### Overarching Need # 2

Overarching Need	Stakeholder Engagement
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	<p>We are dedicated to fostering strong, inclusive partnerships by improving effective communication with all members of our community. To support student success from the ground up, we will actively engage with early learning centers, higher education institutions, and local business partners. Central to this mission is the active involvement of parents and caregivers, ensuring our</p>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

	<p>approach is deeply collaborative and intentionally inclusive of all diverse groups. Together, we are building a supportive network that empowers every learner.</p> <p>Performance Objectives:</p> <ul style="list-style-type: none"> <li>- Improve effective communication with all stakeholders</li> <li>- Actively engage with early learning, higher education, and business partners</li> <li>- Actively involve parents and caregivers, inclusive of all diverse groups</li> </ul>
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## Overarching Need # 3

Overarching Need	Climate and Culture
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	<p>We are committed to cultivating a safe, welcoming ethos that intentionally values, engages, attracts, and retains all stakeholders. By providing supportive resources and a secure environment, we will actively foster the social-emotional well-being of both our staff and students. Our focus is to build a true culture of belonging—one that unites our community and enthusiastically celebrates the unique successes within each school and across the entire district.</p> <p>Performance Objectives:</p> <ul style="list-style-type: none"> <li>- Create a welcoming ethos that values, engages, attracts, and retains all stakeholders</li> <li>- Fosters the social-emotional well-being of staff and students by providing a safe environment and supportive resources</li> <li>- Create a culture of belonging that celebrates successes in each school and throughout the district</li> </ul>
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## Overarching Need # 4

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

Additional Considerations	<p>We are committed to strategically managing our resources to drive systemic excellence. This includes actively recruiting and retaining high-performing faculty and staff who are dedicated to student success. By maximizing all operational resources, we will directly support and enhance classroom teaching</p>
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and learning. Furthermore, we will build robust capacity for data-driven decision-making among all stakeholders, ensuring our investments and strategies are targeted, transparent, and highly effective.

## Performance Objectives

- Recruit and retain high performing faculty and staff
- Maximize all operational resources to support teaching and learning
- Build capacity for data driven decision making among all stakeholders

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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

6.3 Root Cause Analysis - Optional

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 # 1

Root Causes to be Addressed	N/A Optional
This is a root cause and not a contributing cause or symptom	N/A Optional
This is something we can affect	N/A Optional
Impacted Programs	N/A Optional
Additional Responses	N/A Optional

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# District Improvement Plan 2026 - 2027



Douglas County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Douglas County School System
Team Lead	Mr. Keith Racine
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	<input checked="" type="checkbox"/> Title I Schoolwide Programs (Traditional Funding)
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:	N/A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	N/A

Transfer Title IV, Part A to:	N/A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	N/A

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 checked="" type="checkbox"/>	Other (if selected, please describe below)-- <b>The district is implementing the CEP option, but were informed by School Nutrition to use the Direct Certification Calculations for the first year.</b>

## 7. REQUIRED QUESTIONS

### 7.1 Coordination of Activities, Serving Children

#### Required Questions

#### Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).

- The district employs a Homeless Liaison and a System Navigator who are responsible for outreach and coordinating services with schools and community agencies for children experiencing homelessness. The Homeless Liaison also explicitly serves as the district's Foster Care Point of Contact.
- To maintain continuous coordination, the homeless liaison and system navigator attend monthly community agency forums to coordinate services for students and families.
- The Foster Care Point of Contact participates in a bi-annual community stakeholder collaborative consisting of representatives from the school district, judicial system, law enforcement, CASA, juvenile justice, school social workers (SSW), and the Department of Family and Children Services (DFCS). These meetings focus strictly on interagency coordination of services and education for homeless, foster care, and other at-risk youth.
- The district collaborates with Community Organizing Resources for Excellence, Inc. (CORE), which serves as the Family Connections collaborative for the county. This organization links the district to the heads of local service agencies to provide rapid assistance with housing, food, utilities, and medical needs.
- Registration and transportation are heavily prioritized to allow foster care and homeless students to stay in their school of origin or transition quickly without educational disruption. School supports assess trauma impacts upon enrollment to create an immediate "LEA Plan of Support" , and high schools provide immediate credit-transfer assistance.
- ESOL teachers directly collaborate with general education content teachers, school administrators, and the ESOL Specialist to regularly review at-risk students, guide parents on K-12 resources, and coordinate academic interventions through the Multi-Tiered System of Supports (MTSS) and Student Support Teams (SST).
- The Learning and Early Assessment for Preschoolers (LEAP) staff collaborates monthly with community resources built around Get Georgia Reading and the Framework for School Readiness to target at-risk children before they even enter the school system.
- LEAP staff provides ongoing onsite support, childcare provider training, and information sharing with local daycares and pediatricians.
- Formal transition meetings are held every Spring to seamlessly transition preschool students into their designated school clusters. LEAP staff directly facilitates joint IEP transition meetings with incoming elementary school-based staff to secure continuity of

	<p>support.</p> <ul style="list-style-type: none"> <li>- The district coordinates with Tanner-Willowbrooke to address behavior and mental health needs. Furthermore, a representative from the special education department is a regular participant in LINK, an agency circle allowing surrounding community entities to routinely collaborate on student mental health issues.</li> <li>- The Strategic Data and Research Department (SDRD) partners across all district departments and schools to consistently refine data usage, identify student subgroup gaps, and collectively monitor that federal program resources are effectively leveraged.</li> </ul>
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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"> <li>1. ineffective teachers</li> <li>2. out-of-field teachers</li> <li>3. inexperienced teachers</li> </ol> <p>(Please specifically address all three variables)</p>	<p>The Douglas County School System will continue to report data on teachers' professional qualifications between high and low poverty schools. Including the number and percentage of teachers who are inexperienced, hold emergency or provisional credentials and teach outside of their field. The Senior Executive Director for Human Resources will also review all employee recommendations and qualifications to ensure that the Title I Schools hire highly qualified candidates whenever possible.</p> <p>To ensure that the lowest performing schools attract the most effective teachers, we use our equity report to look for patterns and trends and work with ESOL, IDEA and Gifted/Remedial Education Directors and Coordinators to identify and place teachers and paraprofessionals appropriately. We annually review student achievement data, teacher assignments, school demographic data and teacher demographic data to ensure that students regardless of socioeconomic or minority status are not being taught by teachers with little experience or with limited effectiveness. We also have master teachers who work very closely with new teachers and those teachers who are struggling with instructional planning and delivery.</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p>	<p>The Douglas County School System (DCSS) provides intentional opportunities for professional growth and improvement through a three prong approach: District Needs, School Needs and Individual Needs. These professional opportunities are coordinated through strategic planning with district leaders, school leaders, teacher leaders, and educators. In line with the district strategic improvement process, DCSS embraced the ESSA's definition of professional development. The Douglas County School System recognizes that the most powerful professional learning occurs in our</p>
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schools among our Professional Learning Communities (PLCs). While Douglas County has always defined time for PLC work, an intentional focus is being placed on district procedures that will strengthen the availability of resources (inclusive of time). DCSS leaders recognize the strength PLCs provide in ensuring our strategic strategies are evaluated for effectiveness, sustained and ongoing.

District and school leaders ensure PLCs occur with a focus on increasing administrator's understanding of instructional strategies that meet the needs of the building-level student demographics. In line with the district strategic improvement process, this includes requiring leaders and teachers to analyze school data to include identifying the correlation between certifications and student demographics, as well as leaders and teachers participating in peer school observations to determine the impacts of implementing instructional strategies on student performance and achievement. This job-embedded approach is aligned with ESSA's definition of professional development.

Intentionally, DCSS educators are identified and supported to build capacity within the district and among our educators. All Endorsements, Instructional Framework Training, Diversity Training, Classroom Management Training, and individualized content coaching are supported by district teacher and instructional leaders. All Professional Learning strategies are evidence based. In addition, DCSS recognizes the unique dynamics of strategy effectiveness research. To ensure evidence-based strategies are aligned to the needs of DCSS educators and students, Action Research is a common approach when new ideas and initiatives emerge. Aligned to the DCSS District Improvement Plan, data will be reviewed and triangulated to determine impact and effectiveness. Results from community data, school climate surveys, professional learning communities and classroom formative assessments data sets inform the impact of our efforts. These are the measures used to determine improvements in teaching and student outcomes and allow for individual customization at each building

4. REQUIRED QUESTIONS

7.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

Professional Qualifications

For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule – Strategic Waivers (160-5-1-.33), does the district intend to waive certification? [ESSA Sec. 1112(c)(1)(B)(ii)]	
<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No (no further action)

State and Federally Identified Schools

Describe the actions the district will implement to support federally identified schools (CSI/TSI/ATSI). Include a statement explaining how the district will prioritize and allocate funds to support federally identified schools. If the LEA has no federally identified schools, enter "N/A".	In the event school(s) are identified as a Targeted Support and Improvement (TSI) School by GADOE, District Leaders (the Executive Director of Federal Programs, School Improvement and Building Operations Executive Director, the Assistant Superintendent of Teaching & Learning, and the Assistant Superintendent of School Improvement and Building Operations) will meet with the school leadership of the identified school to district plan of support. The Principal of the identified school will meet quarterly during the school year with the GADOE District Effectiveness Support Specialist and district level leadership to monitor the effectiveness of the plan. A comprehensive needs assessment will be conducted to determine how to best utilize the school improvement funds to support student achievement for the identified subgroup in efforts to ultimately close the targeted achievement gap. A district level administrator will be assigned to monitor the effectiveness of the implementation plan and funding distribution.
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>The Douglas County School System supports all CTAE programs in our five high schools, Career Academy and Performance Learning Center. Support is provided by:</p> <ul style="list-style-type: none"> <li>• Professional learning for career pathway teachers to meet throughout the school year. Teachers also work together with academic areas to plan cross-curricular projects.</li> <li>• Employability skills are taught in all CTAE classes to ensure students are ready for the world of work.</li> <li>• Work Based Learning (WBL) opportunities are offered at all schools. We have pathway partnerships with business and industries in Douglas County and surrounding areas. Students in WBL participate in a mock interview day.</li> <li>• Job shadow days are offered to high school students based on career clusters. Teachers also participate in industry job shadow days to learn more about the real world of work.</li> </ul>
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Professional Qualifications

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>	<ul style="list-style-type: none"> <li>- We will continue to review previous years' reports to identify trends and focus schools for improvements by self-reflecting on their school's discipline and attendance in comparison to that of their respective colleagues at other schools and the state's averages.</li> <li>- In addition to the refresher lesson on school tribunal hearings, all administrators will review the county procedures and expectations for appropriately handling and labeling discipline. Our alternative school is now a part of our Student Success Center. The Success Center was developed to meet the needs of all of our non-traditional students.</li> <li>- Counselors will continue to review behavior and discipline data to identify trends, patterns, and disparities among student groups. This process includes analyzing referrals, suspensions, attendance concerns, and other disciplinary actions by factors such as race, gender, disability status, socioeconomic status, and English learner status to ensure that no marginalized group is being disproportionately targeted or impacted.</li> <li>- Counselors will continue to advocate for restorative practices, culturally responsive supports, and preventative interventions that promote equitable treatment for all students. When disparities are identified, counselors work with administrators to develop action steps, provide targeted student supports, and ensure that disciplinary practices align with the district's commitment to fairness, inclusion, and student success.</li> <li>- The tribunal process is continuously reviewed and updated to ensure fairness, consistency, and equity for all students. Our Director of Safety regularly evaluates procedures, timelines, and disciplinary outcomes to ensure that students receive due process and that decisions are made objectively and without bias. Updates to the process include clearer communication with families, standardized protocols for hearings and documentation, and ongoing training for staff members involved in disciplinary proceedings.</li> </ul>
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4. REQUIRED QUESTIONS

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

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>The Douglas County School System has developed a robust continuum of transition supports designed to guide students successfully from middle school through high school and into postsecondary education or careers. These efforts reflect intentional coordination across grade levels, community partnerships, and postsecondary institutions.</p> <p>To ease the transition from 8th to 9th grade, school counselors at the middle school level meet collaboratively with high school assistant principals to align course offerings and registration processes. High school assistant principals also visit middle schools directly to share graduation requirements and highlight elective opportunities, ensuring students and families have the information they need to make informed course selections. In the spring, all rising 8th graders attend a Freshman Expo at their base high school, where they register for elective courses and sign up for extracurricular activities, creating an early sense of belonging and connection to their future school community. Additionally, 8th grade students have the opportunity to attend the Middle School CTAE Fair where they learn about Career Pathways, Work-Based Learning, and Career and Technical Student Organizations (CTSOs)</p> <p>The district prioritizes expanding student access to early college and dual enrollment opportunities. Beginning in 8th grade, students and families are informed annually about Dual Enrollment options through informational materials provided by the Georgia Department of Education and the school system. Dual Enrollment information nights are hosted at each high school and at the district's charter career academy, giving students and parents direct access to guidance on dual enrollment pathways.</p> <p>A cornerstone of the district's postsecondary access strategy is the Douglas County College and Career Institute (CCI), a formal partnership between the school system, West Georgia Technical College, and the Douglas County Chamber of Commerce. The CCI provides Dual Enrollment-eligible students the opportunity to earn industry-recognized certificates, diplomas, or associate degrees through technical college elective programs while still in high school — directly linking secondary education to postsecondary credentials and workforce readiness.</p> <p>The district maintains active, structured partnerships with postsecondary institutions and the business community. A college fair is hosted annually, with colleges invited to visit high schools and engage directly with students. The CTAE Director convenes a district-wide advisory committee three times per year that brings together representatives from postsecondary institutions, local businesses and industry, the Chamber of Commerce, and the Development Authority. This committee ensures that the career and technical pathways offered across the district's high schools are aligned with regional workforce needs and employer expectations.</p> <p>Students are also connected to the broader business community through Work-Based Learning opportunities, including both paid and unpaid internships, allowing them to apply classroom knowledge in real-world settings and explore career interests firsthand. Together, these coordinated efforts reflect the district's</p>
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	<p>commitment to ensuring every student graduates with a clear, supported pathway to postsecondary success.</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 Douglas County School System facilitates a seamless transition from Pre-K to Kindergarten by fostering collaborative partnerships with area early learning centers and providing comprehensive resources for families. We empower parents of three- and four-year-olds through targeted informational nights and exclusive access to early learning software designed to build foundational skills. To ensure every child is classroom-ready, we offer a robust support system featuring multiple Kindergarten orientation sessions and an immersive Kindergarten Camp, all structured to build confidence and community before the first bell rings.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p>	<p>N/A</p>
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Title I, Part A – Educational 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 identified Title I schools within the Douglas County School System operate as Schoolwide Programs. Federal funds are allocated to schools based on rank order. Each school annually conducts a comprehensive needs assessment to identify student needs, analyze root causes, and determine students who are at risk of not meeting academic standards.</p> <p>The Douglas County School System does not have any Targeted Assistance Schools.</p> <p>The district includes one local institution serving neglected children, Youth Villages, which operates a Title I Schoolwide Program. This program follows the same framework as other district schools by conducting an annual comprehensive needs assessment to identify student needs and inform program planning and implementation.</p>
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4. REQUIRED QUESTIONS

7.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Consortium and Direct-Funded LEAs describe:How to support the records transfer process for students moving in and out of the school (including academic and health records), andHow they collect and how they use the occupational survey during new student registration and back-to-school registration for all returning students, and how it is coordinated and reviewed.Consortium LEAs and Direct-funded LEAs describe:How the Migrant Student Information Exchange (MSIX) is used in the records transfer process (consortium LEAs describe how they coordinate with the MEP Consortium):Who in the LEA accesses MSIX when migratory children and youth enroll and depart?How the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p>	<p>The Douglas County School System supports the records transfer process for students moving in and out of the district as requests are made following the same procedures for all students withdrawing from or enrolling in the school system. The Occupational Surveys are distributed to schools in the summer in both English and Spanish to distribute to all returning students. Each school submits all forms with at least one “yes” and one or more of the boxes from 1 to 7 is/are checked. Additionally, schools submit 20 randomly selected surveys. The Migrant Contact for the school system reviews the submissions and submits any required surveys to the MEP Regional Office (Douglas County is in Region 1) through the GADOE Secure Portal. For new students, the Occupational Survey is included in the online registration process. The Migrant Contact runs a report through the student information system to identify any prospective Migrant Students. If any students are identified in the report, the Migrant Contact submits the information to the MEP Regional Office through the GADOE Secure Portal. The Douglas County School System is a part of the MEP Consortium and does not have access to the Migrant Student Information Exchange (MSIX). The school system relies on and communicates with the MEP Regional Office for these purposes.</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>1.Consortium LEAs describe:                  2. How academic and non-academic services are coordinated for all participants (P3–P5, K–12, OSY) with the MEP                  3.Direct-funded LEAs describe:                  4. How the needs of preschool children (P3–P5) and families are identified and how services are implemented and evaluated during the regular school year and summer                  5. How the academic and non-academic needs of Out-of-School Youth (OSY) and Drop-Outs are identified, how the OSY Profile Form is used to support the</p>	<p>The Executive Director of Federal Programs and the DCSS Migrant Contact inform the schools to include the Principal, Counselor, and Social Worker of identified Migrant Students. A DCSS MEP Student Data document is created and shared with the school’s team to gather and maintain the required information for identified students to include general information, enrollment status, grades/assessment information, and monthly check-in notes provided by the Counselor and/or Social Worker. This allows the school system to provide updated and accurate information to the MEP Regional Office so that they can provide appropriate support services.</p>
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Title I, Part C – Migrant Supplemental Support Services

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

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4. REQUIRED QUESTIONS

7.5 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>The Douglas County School System's infrastructure provides opportunities for special education and general education leaders to collaborate effectively in support of student achievement for all students. The DCSS Program for Exceptional Children (PEC) views the learning continuum as a Preschool through 12th-grade framework, ensuring a coordinated approach to student growth, achievement, and postsecondary readiness.</p> <p>Graduation rates are addressed through a multifaceted system of supports and activities designed not only to maximize graduation outcomes but also to ensure students successfully transition into and out of the public school system with meaningful educational and employment postsecondary goals. As a result of these efforts, the graduation rate for students with disabilities (SWDs) has increased for three consecutive years. During the 2024–2025 school year, the four-year cohort graduation rate for SWDs reached 83.5 percent.</p> <p>Student data, including attendance, behavior, assessment results, and class grades, is continuously monitored to identify needs and provide timely interventions. Additionally, Professional Learning Communities (PLCs) that include both general education and special education teachers and staff are conducted regularly at the school level to promote collaboration, instructional alignment, and shared responsibility for student success.</p> <p>Data Analysis and Identified Need</p> <p>DCSS utilizes a robust system of data collection and analysis to monitor the progress and outcomes of SWDs. Key data sources include:</p> <ul style="list-style-type: none"> <li>● ABC Data (Attendance, Behavior, Course Completion)</li> <li>● College and Career Ready Performance Index (CCRPI) graduation data</li> <li>● GaDOE Annual Performance Summary Reports (Indicators 14A, 14B, 14C)</li> <li>● Longitudinal student performance trends</li> <li>● GaDOE Parent Survey feedback</li> </ul> <p>Analysis of FY25 CCRPI data indicates that the graduation rate for SWDs is 83.5%, which exceeds the state target of 80.03%. Additionally, a 6.5 percentage-point gap exists between SWDs (83.5%) and the district's overall graduation rate (90.0%). This identified gap serves as a</p>
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fundamental focus of the district's improvement efforts.

DCSS met all state targets for post-school outcomes (Indicators 14A, 14B, and 14C), demonstrating success in preparing students for postsecondary education and employment. The district will continue to build on this success while addressing graduation rate gaps.

Continuous Improvement Framework

DCSS employs a structured school improvement process that ensures consistent monitoring and targeted support for SWDs:

- Monthly data reviews conducted by the Program for Exceptional Children (PEC) leadership team and school-based teams
- Ongoing collaboration between district leadership, school administrators, general education teachers, and special education teachers through various Professional Learning Communities (PLCs)
- Regular internal audits of IEPs and compliance indicators
- Alignment of district and school improvement plans based on identified needs

This systematic approach ensures that data is used to identify trends, inform decision-making, and drive targeted interventions to improve student outcomes.

Strategic Focus Areas and Action Steps

1. Transition Planning and Post-Secondary Outcomes

Transition planning is embedded within each student's Individualized Education Program (IEP), ensuring alignment with graduation requirements and individualized postsecondary goals.

Key actions include:

- Integration of measurable postsecondary goals into all IEPs beginning at the appropriate age
- Annual transition planning supported by assessments and advisement periods beginning in 8th grade
- Quarterly monitoring of transition goal progress and reporting to families
- Development of individualized transition documents and ongoing communication through PEC parent newsletters using digital platforms

To strengthen outcomes, DCSS will:

- Expand partnerships with Vocational Rehabilitation to increase access to Pre-Employment Transition Services (Pre-ETS)
- Continue implementation of programs such as STEP (School Transition and Employability Program) for students ages 18–22
- Expand ASPIRE (student-led IEP initiative) to promote self-determination skills
- Host annual PEC Transition and Resource Fairs connecting

families to community agencies and workforce opportunities

Implementation fidelity will be monitored through IEP reviews, documentation audits, and stakeholder survey feedback.

## 2. Specially Designed Instruction (SDI) and Teaching & Learning

DCSS prioritizes high-quality instruction through targeted professional learning and instructional support:

- Training in explicit, research-based instructional strategies and programs (e.g., Science of Reading, TeachTown, iReady, Classworks, Unique Learning System, TouchMath, etc.)
- Ongoing coaching and modeling provided by the DCSS PEC Instructional Coach, Lead Teachers, and PEC Specialists
- Support for co-teaching and inclusive practices to ensure access to the general education curriculum

Instructional capacity is further strengthened through:

- Classroom observations and feedback cycles using calibrated rubrics
- Collaborative planning between general and special education staff
- Targeted paraprofessional training in instructional support strategies

These efforts are designed to increase student achievement, engagement, and access to rigorous academic content.

## 3. Parent and Family Engagement

DCSS recognizes family engagement as a key driver of student success. The district has demonstrated significant growth in this area, including a 26% increase in participation in the GaDOE Parent Survey to date. In FY25, 646 parent surveys were completed as compared to 814 parent surveys.

Key initiatives include:

- Quarterly PEC parent workshops focused on academics, behavior, and transition planning
- Expansion of the PEC Parent Mentor role to provide resources, training, and community connections
- Continued enhancements of resources at the PEC Parent Resource Center
- Publication of a quarterly Exceptional Children Parent Newsletter called Exceptional Times
- Hosting district events such as the Yes I Can Awards and Special Olympics

Additionally, DCSS collaborates with community partners, such as mental health providers, to support students and families with wraparound services.

4. Professional Learning and Capacity Building

Professional learning is a cornerstone of the district's improvement efforts and is driven by data and stakeholder feedback.

Key structures include:

- New Teacher Induction Program for first year special education teachers
- Summer PL for special education building administrators
- Monthly Due Process Training for building leaders focused on compliance
- Monthly Teaching and Learning PL focused on SDI
- Transition-focused training for grades 8–12 staff at each middle and high school

Training topics include:

- Specially Designed Instruction
- Behavior management and de-escalation strategies
- Transition planning and compliance
- Co-teaching and inclusive practices
- Due process and legal requirements

Professional learning is delivered through multiple formats, including coaching, direct instruction, and consultation, ensuring accessibility and effectiveness.

Monitoring and Evaluation

DCSS will monitor implementation and effectiveness through:

- Monthly leadership team reviews of data and program outcomes
- Regular audits of IEP compliance and transition components
- Tracking participation in professional learning and family engagement activities
- Analysis of graduation rates and postsecondary outcomes
- Stakeholder feedback from families, staff, and community partners

Data will be used continuously to refine strategies, address gaps, and ensure progress toward meeting or exceeding state targets.

The Douglas County School System remains committed to improving outcomes for students with disabilities through a strategic, data-informed, and collaborative approach. By strengthening transition planning, enhancing instructional practices, increasing family engagement, and building staff capacity, the district is well-positioned to close the graduation rate gap and ensure successful postsecondary outcomes for all students with disabilities.

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

The Douglas County School System provides a continuum of services for children ages 3–5 with disabilities that are designed to meet students in the least restrictive environment while supporting their developmental, academic, and social-emotional needs. Services are provided across multiple settings to ensure access and flexibility for families.

**Service Delivery and Environments**

Preschool-aged students with disabilities receive services in a variety of locations based on individual student needs and IEP team decisions. These include:

- Home-based services
- Community-based services in daycare and childcare centers
- Georgia Pre-K programs located within daycare/childcare settings
- Head Start programs (both co-taught and community-based models)
- Private preschool settings
- Facility-based special needs preschool classrooms (located in elementary, middle, and high schools), offering both half-day and full-day programming, 2–5 days per week

This range of service options allows the district to individualize placements and support access to inclusive environments whenever appropriate.

**Instructional Programming and Assessments**

Teachers implement specialized instruction using research-based programs and resources aligned with the Georgia Early Learning and Development Standards (GELDS). Instructional practices include:

- Read It Once Again
- Handwriting Without Tears
- GELDS-aligned instruction
- TeachTown
- Second Step Social Skills Curriculum
- Everyday Counts Calendar Math

Student progress is monitored using multiple assessments, including:

- LEAP Developmental Chart (aligned to GELDS)
- Handwriting Without Tears pre- and post-assessments
- Childhood Outcomes Summaries for all students exiting preschool

These tools are used to track student growth and inform instructional adjustments.

**Staffing and Support**

The district utilizes a multidisciplinary team to support the needs of preschool students. Staff include:

- Special education and general education teachers
- Speech-language pathologists
- Occupational and physical therapists
- Behavior specialists
- School psychologists
- Assistive Technology specialists

- Audiologists
- Teachers for students with visual and hearing impairments
- Paraprofessionals
- Other staff as required based on student needs

This team approach ensures that students receive comprehensive services aligned to their individual needs.

### Collaboration with Agencies and Community Partners

DCSS maintains strong collaboration with community agencies to support early childhood services and transitions. Ongoing partnerships include:

- Bi-monthly transition meetings with Babies Can't Wait
- Monthly Interagency Coordinating Council meetings
- Metro Preschool Consortia collaboration with surrounding districts
- Cooperative agreement with Head Start, including in-kind services and co-teaching support

The district also provides training and support to local childcare providers, including:

- Guidance on the MTSS process for young children
- A printed resource manual focused on inclusion and best practices
- Ongoing consultation and training opportunities

Child Find outreach is conducted through partnerships with the Department of Public Health, pediatricians, daycare centers, and Babies Can't Wait, ensuring early identification of students in need of services.

### Parent Training and Engagement

Family engagement is a priority in the district's preschool programming. Parents are supported through:

- Training sessions provided through the LEAP program focused on communication, cognitive development, and social-emotional skills
- Family Engagement Nights led by Speech-Language Pathologists
- Access to district resources through the DCSS website
- Ongoing communication and guidance throughout the evaluation and service delivery process
- Family Engagement Events hosted by LEAP staff at the LEAP Center include: Trunk or Treat, LEAP Field Day, Awards Ceremonies, Holiday Family Night, etc.

The district also supports families through the AAC team, which provides training and assistance with securing communication devices, navigating insurance processes, and implementing communication strategies at home.

### Specialized Programs and Supports

The Learning and Early Assessment for Preschoolers (LEAP) program serves as the district's primary preschool program for students with disabilities. LEAP operates at two locations and provides a structured, language-rich environment focused on early development.

LEAP:

- Partners with local childcare providers and Head Start programs to

- support inclusive practices
- Offers a typical peer program for children of district employees
- Utilizes evidence-based tools such as Waterford Reading to support early literacy development

Speech-language services are provided in multiple formats, including in-person and virtual therapy across community settings, homes, and school-based locations. “Walk-in” therapy sessions are also available to provide additional access for families.

#### Child Find and Evaluation Procedures

The district conducts comprehensive Child Find evaluations using multidisciplinary teams that may include diagnosticians, speech-language pathologists, psychologists, occupational therapists, physical therapists, and translators as needed.

Evaluations for students from non-English speaking households are conducted in both the student’s native language and English when appropriate to ensure accurate assessment.

Two evaluation sites are available to provide families with accessible options for completing the evaluation process.

#### Professional Learning

Staff supporting preschool students participate in ongoing professional learning, including:

- Monthly meetings focused on instructional practices and compliance
- Quarterly data reviews for each student to determine the need for IEP revisions or changes in placement
- Ongoing team meetings to support implementation and redelivery of strategies
- Participation in the Teacher Provider Retention Project through Metro RESA

These structures ensure that staff remain current in best practices and are supported in implementing services effectively.

#### Monitoring and Fidelity

Implementation of preschool services is monitored through multiple layers of oversight. The Preschool Special Education Supervisor conducts walkthroughs and therapy observations to ensure services are being delivered appropriately.

Lead teachers provide ongoing support with both instructional practices and compliance requirements. In addition, the Executive Director and Director of Special Education monitor preschool programs through:

- Bi-monthly Special Education Leadership Team meetings
- Regular consultation with the Preschool Supervisor and Lead Teachers
- Review of data timelines and student outcomes

These processes ensure that services are implemented with fidelity and that adjustments are made based on student needs and program

performance.

Through a combination of varied service delivery models, strong community partnerships, targeted professional learning, and consistent monitoring, DCSS is working to ensure that young children with disabilities receive high-quality, appropriate services. The focus remains on early identification, strong transitions, and building foundational skills that will support long-term success.

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IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals:  
 IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.  
 What specific activities align with how you are providing FAPE to children with disabilities?  
 Include: How teachers are trained on IEP/eligibility procedures and instructional 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

The Douglas County School System ensures the provision of a free and appropriate public education (FAPE) for students with disabilities through clearly defined procedures, ongoing professional learning, a full continuum of services, and consistent monitoring.

1. Training on IEP/Eligibility Procedures and Instructional Practices
  - a. The Program for Exceptional Children (PEC) Assistant Principals and PEC teachers are trained on IEP and eligibility procedures by the Director, Assistant Directors, and Lead Teachers. Training includes eligibility determination, IEP development, Least Restrictive Environment (LRE), and the continuum of services.
  - b. Annual Local Education Agency (LEA) training is provided for principals, assistant principals, and designated special education teachers.
  - c. New teachers are assigned IEP compliance modules, and additional modules are assigned to teachers who need continued support.
  - d. Monthly Due Process training is provided at the district level and re-delivered at each school by the PEC Assistant Principal. Documentation of redelivery is maintained through signed training rosters.
  - e. Case managers, support staff, and PEC Assistant Principals review student schedules and IEPs at the beginning of the school year, during FTE cycles and mid year to ensure alignment between services and student schedules.
  - f. New case managers complete training modules within the GO-IEP platform to ensure understanding of procedures and compliance expectations.
  - g. Teachers of students with disabilities receive training in specialized reading and math programs, as well as specially designed instruction and social skills programming.
2. Ensuring Least Restrictive Environment (LRE)
  - a. LRE is introduced during New Teacher Training and reinforced through monthly Due Process training sessions.
  - b. PEC Assistant Principals re-deliver LRE expectations to school-based staff.
  - c. LRE is addressed during IEP meetings, schedule reviews, and transition planning discussions.
  - d. Written procedures and guidance are available to all staff through the PEC website and shared district resources.
  - e. LRE data collected during FTE is reviewed and analyzed by the Executive Director, Director, Assistant Directors, and the PEC Leadership

Team.

f. LRE trends and data are reviewed and addressed as needed during Due Process training to identify areas for improvement.

3. Continuum of Service Options

a. A full continuum of services is available to meet individual student needs, ranging from consultative support in the general education setting to more specialized or alternative placements.

b. The IEP team uses student data to determine appropriate services and placement.

c. Ongoing review of student progress and data ensures that services remain appropriate and aligned to student needs.

4. Communication of IEP Accommodations and Modifications

a. Student IEP accommodations and modifications are provided to all teachers and service providers of the student prior to the start of the school year.

b. Teachers receive updated accommodations whenever a new IEP is developed or changes are made.

c. Documentation is maintained to verify that teachers have received and reviewed accommodations.

d. Teachers have access to IEPs through the State Longitudinal Data System for ongoing reference.

5. Supervision and Monitoring Procedures

a. PEC Assistant Principals, related service providers, and school psychologists collaboratively conduct weekly case reviews to monitor due process components.

b. Directors and Assistant Directors conduct file reviews and maintain compliance databases for each school.

c. The Executive Director meets weekly with the Director and Assistant Directors and at least monthly with the Special Education Leadership Team to review data, discuss cases, and address FAPE-related concerns.

d. The PEC Assistant Principals meet monthly with district leadership to review compliance and student records.

e. The Executive Director monitors all instances of noncompliance through completion.

6. Professional Learning to Support FAPE

- a. PEC Assistant Principals receive monthly training on FAPE, including legal requirements, procedural and substantive compliance, and case study analysis.
- b. This training is re-delivered at the building level to administrators and PEC staff.
- c. Speech-Language Pathologists receive monthly training on FAPE through meetings led by their supervisors.
- d. The PEC website is maintained with updated compliance resources, procedures, and guidance for staff access.

7. Instructional and Related Service Supports

- a. The PEC Instructional Coach provides targeted support to new teachers and those identified by building administrators through observations, modeling, consultation, and feedback.
- b. The district Assistive Technology (AT) team provides evaluations, consultations, and training to support student access to the curriculum. Training is also provided to families to support implementation at home.
- c. Speech-Language Pathologists provide services across multiple settings using both in-person and virtual service delivery models and submit monthly documentation regarding services and timelines.
- d. Supervisors and leadership staff have been trained in LETRS (Language Essentials for Teachers of Reading and Spelling) or other Science of Reading training to support literacy instruction aligned to the science of reading.
- e. Related services are provided as needed, including occupational therapy, physical therapy, speech therapy, assistive technology, nursing services, transportation, and sign language interpreters.
- f. Community-Based Instruction is provided to students with identified needs to support functional skill development, with frequency based on grade level and student needs.
- g. Behavior Services supports high-intensity cases through a referral process and provides modeling and coaching for effective behavior intervention strategies.

8. Data Collection and Use

- a. Data used to monitor and improve FAPE includes:
  - Progress monitoring of IEP goals and objectives
  - Beacon scores
  - GMAS scores for students with disabilities
  - Lexile scores
  - District benchmark assessments

- Attendance, behavior, and grade data (ABC data)
- All evaluation reports for the student

b. Data is reviewed at both the individual student level and for trend analysis to inform instructional decisions and supports.

9. Additional Supports for Teacher Effectiveness

a. The district has historically partnered with GLRS to implement the Georgia Teacher Provider Retention Program (GA-TPRP) to support new special education teachers. The district will continue using this model to support its own program for FY27.

b. This program includes mentoring, professional learning, and simulation-based practice to strengthen IEP development and instructional practices.

c. The Program for Exceptional Children Instructional Coach provides ongoing support based on identified needs at the school level.

10. Ongoing Oversight

a. The Executive Director of Special Education continuously monitors all activities related to FAPE through regular meetings, data reviews, and communication with district leadership.

b. The Special Education Leadership Team reviews data timelines and outcomes during bi-monthly meetings to monitor progress toward district goals.

c. Updates related to legal requirements, procedures, and expectations are communicated to staff in writing and through ongoing training.

In summary, the Executive Director of Special Education will continuously monitor all activities related to providing children with disabilities a Free and Appropriate Public Education. Through bi-monthly Special Education Leadership Team meetings, the Special Education Department will continuously monitor and analyze data timelines and data outcomes for progress toward the goal. The Executive Director and/or Special Education Director monitors all instances of noncompliance for completion.

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 submission  
 LEA procedures to address correction of noncompliance (IEPs, Transition Plans)  
 Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance  
 Supervision and monitoring procedures that are being implemented to ensure compliance

The Douglas County School System ensures compliance with state and federal laws and regulations through clearly defined procedures, ongoing professional learning, structured monitoring systems, and consistent supervision across all levels of the organization.

1. LEA Procedures for Timely and Accurate Data Submission

- a. The district has fully operational using the GO-IEP (Georgia Online Individual Education Plan) platform to support accurate and timely data entry, monitoring, and reporting.
- b. All Program for Exceptional Children (PEC) staff, including teachers, School Psychologists, Speech-Language Pathologists, PEC Assistant Principals, and administrators, have been trained on the use of the GO-IEP platform, with ongoing training provided for new staff and updates.
- c. The GO-IEP Dashboard provides role-specific access:
  - Teachers monitor their caseloads
  - Building administrators monitor all students within their schools
  - District administrators monitor all students across the system
- d. The dashboard allows for real-time tracking of timelines, events, and compliance indicators, improving accuracy in student data reporting and FTE reporting.
- e. Monthly emails are sent proactively to schools regarding upcoming evaluations and IEP timelines to support timely completion.
- f. Weekly submission of drafted eligibility reports accompanied by psychological reports for a due process review ensures that documentation is reviewed prior to meetings, supporting both accuracy and compliance.
- g. The district is very intentional with meeting compliance measures focused heavily on Indicators 11 (98.96%) and 12 (100%), as events are recorded in real time within the GO-IEP system.

2. LEA Procedures for Correction of Noncompliance (IEPs, Transition Plans, Timelines)

- a. Missed timelines are addressed immediately, with schools required to submit action steps explaining the rationale for the delay and outlining corrective actions to prevent recurrence.
- b. The Executive Director and Special Education Director monitor all instances of noncompliance through completion to ensure timely correction.
- c. Building-level Evaluation Teams review initial evaluations and reevaluations, including those involving potential eligibility changes, prior to Eligibility meetings to ensure compliance with IDEA requirements.
- d. District-level administrators review evaluation documentation as part of the compliance process, providing an additional layer of oversight and support.
- e. Transition Compliance Training is provided to reinforce requirements related to measurable postsecondary goals, alignment of services, and

documentation.

f. Tools such as the Middle School Transition Checklist are used to guide staff in developing compliant transition plans prior to high school.

g. The Transition Google Classroom provides staff with access to resources, templates, examples, and updated guidance to support compliant practices.

3. Professional Learning for Compliance, Data Submission, and Correction of Noncompliance

a. Monthly Due Process Trainings are provided to key personnel, including PEC Assistant Principals, School Psychologists, Speech-Language Pathologists, Transition staff, Behavior Services, GNETS, and LEAP staff. These trainings address eligibility, IEP requirements, timelines, legal updates, and any other timely compliance related topics.

b. Training is re-delivered at the school PEC staff and building administrators by PEC Assistant Principals to ensure all staff receive consistent information and expectations.

c. A summer training is conducted for PEC Assistant Principals focused on the PEC Procedural Manual and district expectations prior to the start of the school year.

d. Additional targeted training is provided to schools upon request or when areas of concern are identified.

e. Speech-Language Pathologists participate in five district-wide professional learning sessions annually focused on eligibility and IEP compliance.

f. The SLP Leadership Team meets quarterly to develop resources and ensure consistent practices across schools.

g. New Speech-Language Pathologists participate in a monthly cohort aligned with the district mentorship program to build capacity in compliance procedures.

h. Weekly peer review of drafted SLP evaluation reports, eligibility reports, and testing protocols is conducted through a rotating committee to ensure accuracy and consistency.

4. Supervision and Monitoring Procedures to Ensure Compliance

a. The organizational structure of the PEC Department allows for direct oversight from system-level administrators to building-level staff, including principals and PEC Assistant Principals.

b. Building-level Evaluation Teams meet regularly to review student files, monitor compliance, and ensure adherence to IDEA timelines and documentation requirements.

c. Evaluation Teams complete required checklists for both initial evaluations and reevaluations, as well as Due Process Compliance Reviews throughout

the evaluation process.

d. Evaluation Teams collaborate with district-level staff and Program Lead Teachers as needed for additional support.

e. Monthly Due Process Trainings are used to review data, address potential compliance concerns, reinforce expectations, and build capacity in special education building leaders.

f. PEC Directors meet weekly to proactively address procedures, practices, and compliance-related issues.

g. The Special Education Leadership Team meets monthly to monitor data timelines, analyze outcomes, and assess overall compliance.

h. The Executive Director meets regularly with the Director and Assistant Directors to review data, discuss cases, and ensure alignment with state and federal requirements.

i. The PEC Procedural Manual outlines district expectations and is updated annually. It is provided to all staff and accessible through the PEC internal website.

j. Monitoring through the GO-IEP Dashboard allows administrators at all levels to track timelines, identify potential issues, and provide timely support and intervention.

#### 5. Ongoing Oversight and Continuous Improvement

a. The Executive Director of Special Education continuously monitors all compliance-related procedures and practices across the district.

b. Data related to timelines, compliance indicators, and student outcomes is reviewed regularly to identify trends and areas for improvement.

c. Communication regarding updates, legal requirements, and procedural changes is provided to staff through written guidance, trainings, and leadership meetings.

d. The district uses monitoring data to identify schools or staff needing additional support and provides targeted training and assistance accordingly.

This structured approach ensures that the district maintains compliance with IDEA requirements while building staff capacity, improving data accuracy, and supporting consistent implementation of procedures across all schools.

4. REQUIRED QUESTIONS

7.6 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><b>ESOL Specialist Salary/Benefits/Travel/Supplies</b></p> <ol style="list-style-type: none"> <li>(1) Overarching Need #: Teaching and Learning</li> <li>(2) Action Step #: Provide an ESOL Specialist to support the attainment of the English Language for ELs.</li> <li>(3) Description of Activity:                  The purpose of the ESOL Specialist position is to support multilingual learners through supplemental academic and language acquisition services that promote student achievement, educational equity, and a positive school climate. This position aligns with the Title IV, Part A funded program component by providing students with access to a well-rounded education and supporting safe, supportive, and inclusive learning environments through targeted instructional support, professional learning, and strategies designed to meet the diverse needs of English learners.</li> </ol> <p>The ESOL Specialist will collaborate with ESOL teachers, administrators, and content area teachers that instruct English Learners to discuss students that are at risk. The ESOL teachers, content area teachers, administrators, and the ESOL specialist have conversations with parents of English Learners to help guide them with options and resources that are available at all levels K-12. ESOL teachers are also involved in the Multi-Tiered System of Supports for Students (MTSS) to address any academic needs. Oftentimes, ESOL teachers are able to share ACCESS for ELLs proficiency levels with the Student Support Team (SST) to show whether English Learners are making adequate progress developing Academic English. Additionally, the Student Growth Report for ACCESS for ELLs will give the MTSS team additional information regarding an English learner 's (EL) academic English language growth as required in Federal statute and the State ESSA Plan. Educators and parents can monitor students' growth in developing academic English by comparing current ACCESS for ELLs score results with previous scores. This report provides two consecutive years of proficiency levels and additional growth information based on score results.</p> <p>ESOL teachers use the current data from WIDA's ACCESS for ELLs, classroom assessments, informal observations, and any teacher/administrator feedback to determine the needs of the English Learners. For students that are not making progress, the ESOL teachers provide additional instructional strategies to include: reteaching, scaffolding, previewing vocabulary, building background knowledge, etc. Title III - LIEPs (Language Instructional Education Programs) Lexia English (Newcomers), Flocabulary, Nearpod, Flashlight 360, and Finish Line for ELLs 2.0, EL After school tutoring and EL summer learning are provided to supplement ESOL program services for those students who qualify and are served in the ESOL program. Additionally, ESOL teachers have parent teacher conferences and meet with the content area teachers and/or administrators. If progress relating to academic achievement isn't being made the ESOL teacher will collaborate with the general education teacher and recommend the student for the Multi-Tiered System of</p>
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	<p>Supports for students (MTSS) progress to address any academic or behavioral deficits.</p> <ol style="list-style-type: none"> <li>(4) Measurable Goal: Percentage of students who exit ESOL per ACCESS testing</li> <li>(5) Intended Outcome: More students will exit the ESOL Program with a proficiency score on the ACCESS for ELs and more students will move at least one performance band on the ACCESS for ELs.</li> </ol> <p><b>Douglas Loves Literacy Initiative</b></p> <ol style="list-style-type: none"> <li>(1) Overarching Need #: Teaching &amp; Learning, Stakeholder Engagement</li> <li>(2) Action Step #: Actively engage parents and caregivers, inclusive of all diverse groups; actively engage with early learning, higher education, and business partners.</li> <li>(3) Description of Activity: The Douglas County School System, in collaboration with local partners, invites students, families, and residents to participate in the Summer Reading Challenge—a community-wide initiative designed to foster a lasting culture of literacy across the entire county. Participants are encouraged to read and log their time through the Beanstack platform to help reach a collective goal of millions of reading minutes, where every minute counts regardless of the material. To support readers throughout the summer, the district also hosts weekly Summer Reading Pop-Ups at various locations throughout Douglas County.</li> <li>(4) Measurable Goal:             <ol style="list-style-type: none"> <li>(a) Increase students scoring developing and above on GMAS; Maintain the number of active partnerships with service providers and businesses</li> </ol> </li> <li>(5) Intended Outcome: Davis             <ol style="list-style-type: none"> <li>(a) Increase % of students scoring developing and above on the ELA End of Grade Assessment in elementary school from 65% to 69%</li> <li>(b) Increase % of students scoring developing and above on the ELA End of Grade Assessment in middle school from 65% to 70%**</li> </ol> </li> </ol>
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<p>B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome</p>	<p><b>Family Engagement Coordinator Salary/Benefits/Travel/Supplies</b></p> <ol style="list-style-type: none"> <li>(1) Overarching Need #: Stakeholder Engagement, Climate and Culture</li> <li>(2) Action Step #: Provide a Family Engagement Coordinator to support increasing stakeholder engagement and creating a welcoming district ethos.</li> <li>(3) Description of Activity: The purpose of the Family Engagement Coordinator position is to strengthen partnerships among schools, families, and the community in order to improve student academic achievement and increase meaningful family engagement. This position aligns with the Title I, Part A funded program component by ensuring compliance with federal family engagement requirements and supporting activities that build the capacity of families and schools to work collaboratively. Additionally, the position aligns with the Title IV, Part A component by promoting safe and supportive learning environments through family outreach, engagement initiatives, and community collaboration that support the overall well-being and success of students. The position is funded by 75% Title I, Part A funds and 25% Title IV, Part A funds.</li> <li>(4) Measurable Goal:             <ol style="list-style-type: none"> <li>(a) Actively engage with early learning, higher education, and business partners;</li> <li>(b) Actively engage parents and caregivers, inclusive of all diverse groups.</li> </ol> </li> </ol>
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	<p>(5) Intended Outcome: Davis</p> <ul style="list-style-type: none"> <li>(a) Maintain the number of active partnerships with service providers for children birth to five at 28 childcare centers.</li> <li>(b) Implement the Family School Partnership Index to establish a baseline score for parent engagement, with the goal to increase overall parent participation.</li> </ul> <p><b>Coordinator of Language Services Salary/Benefits/Travel/Supplies</b></p> <ul style="list-style-type: none"> <li>(1) Overarching Need #: Stakeholder Engagement; Culture &amp; Climate</li> <li>(2) Action Step #: Provide a Coordinator of Language Services to bridge communication gaps, ensuring multilingual parents can easily track their student's academic progress and school activities.</li> <li>(3) Description of Activity: The purpose of the Coordinator of Language Services position is to oversee and support language assistance programs and services for multilingual learners to ensure equitable access to educational opportunities and academic success. This position aligns with the Title I, Part A funded program component by supporting supplemental instructional programs and interventions that address the academic needs of at-risk and underserved students. The position also aligns with the Title IV, Part A component by promoting inclusive, supportive, and culturally responsive learning environments that enhance student engagement and achievement. The position is funded by 40% Title I, Part A funds and 60% Title IV, Part A funds.</li> <li>(4) Measurable Goal: Improve effective communication with all stakeholders</li> <li>(5) Intended Outcome:             <ul style="list-style-type: none"> <li>(a) Increase the satisfaction rating for school communication of parents/guardians as measured by the Communication Pillar included in the Pulse Culture and Climate Survey</li> <li>(b) Increase the satisfaction rating for district communication of parents/guardians as measured by the Communication Pillar included in the Pulse Culture and Climate Survey</li> </ul> </li> </ul>
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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><b>Instructional Technology Specialist Salary/Benefits/Travel/Supplies</b></p> <ul style="list-style-type: none"> <li>(1) Overarching Need #: Teaching and Learning</li> <li>(2) Action Step #: Employ an Instructional Technology Specialist to provide supplemental coaching, professional learning, and co-teaching support for teachers, focusing on integrating digital tools.</li> <li>(3) Description of Activity: The purpose of the Instructional Technology Specialist position is to support the integration of instructional technology into teaching and learning to enhance student achievement and improve instructional effectiveness. This position aligns with the Title I, Part A funded program component by providing supplemental technology resources, training, and instructional support to improve academic outcomes for students most at risk of failing to meet state standards. The position also aligns with the Title IV, Part A component by increasing the effective use of technology to improve digital literacy, expand access to high-quality learning opportunities, and support innovative instructional practices. The position is funded by 40% Title I, Part A funds and 60% Title IV, Part A funds.</li> <li>(4) Measurable Goal: Teachers will receive ongoing professional learning and coaching to increase the percentage of students reading on or above grade level.</li> </ul>
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- (5) Intended Outcome: Increase the fidelity in the implementation of the DCS5 non-negotiables: Standards-Based Classroom, utilization of High Quality Resources, implementation of Understanding By Design instructional Units, analyzing performance Assessments, and engaging in Professional Learning Communities.

**Future of Technology Education Technology Conference**

- (1) Overarching Need #: Teaching and Learning
- (2) Action Step #: Provide funding for instructional technology specialist to attend the Future of Education Technology Conference (FETC).
- (3) Description of Activity:  
Participant will engage in professional learning focused on emerging educational technologies, evidence-based digital pedagogies, and innovative data-analysis tools. Upon return, attendee will facilitate turnkey training and integrate these high-quality digital resources into the district's curriculum to support at-risk students and enhance classroom instruction.
- (4) Measurable Goal: Attending staff will complete a post-conference implementation plan and deliver at least professional development sessions or coaching cycles to peers, resulting in an increased percentage of teachers effectively integrating technology to improve student reading and academic achievement.
- (5) Intended Outcome: Increase the fidelity of DCS5 non-negotiables by equipping educators with high-quality technological resources and innovative instructional practices

**GAETC Conference (The Georgia Educational Technology Conference)**

- (1) Overarching Need #: Teaching and Learning
- (2) Action Step #: Provide funding for instructional leaders, coaches, and media specialist to attend the Georgia Educational Technology Conference (GAETC).
- (3) Description of Activity:  
Participants will engage in professional learning focused on emerging educational technologies, evidence-based digital pedagogies, and innovative data-analysis tools. Upon return, attendees will facilitate turnkey training and integrate these high-quality digital resources into the district's curriculum to support at-risk students and enhance classroom instruction.
- (4) Measurable Goal: Attending staff will complete a post-conference implementation plan and deliver at least professional development sessions or coaching cycles to peers, resulting in an increased percentage of teachers effectively integrating technology to improve student reading and academic achievement.
- (5) Intended Outcome: Increase the fidelity of DCS5 non-negotiables by equipping educators with high-quality technological resources and innovative instructional practices

**Private School Equitable Services: Chapel Hill Christian School**

- (1) Overarching Need #: Teaching and Learning
- (2) Action Step #: Chapel Hill Christian School teachers a
- (3) nd/or administrators will be provided equitable access to professional development opportunities funded through Title II, Part A, including but not limited to workshops, training sessions, and/or conferences designed to strengthen instructional strategies and increase educator effectiveness.

	<p>(4) Description of Activity:</p> <p>(5) Measurable Goal: By the end of the 2026–2027 school year, 90 % of participating Chapel Hill Christian School teachers/administrators will complete at least five to ten hours of professional development focused on improving instructional practice, as evidenced by sign-in sheets, certificates of completion, and/or participant feedback data.</p> <p>(6) Intended Outcome: Participating teachers and administrators will increase their content knowledge and instructional skills, resulting in improved classroom instruction and enhanced student academic outcomes at Chapel Hill Christian School.</p> <p><b>Private School Equitable Services: Favor Transition Academy</b></p> <p>(7) Overarching Need #:</p> <p>(8) Action Step #: Teachers and/or administrators will be provided equitable access to professional learning opportunities funded through Title II, Part A. These opportunities may include, but are not limited to, Georgia Department of Education Inspire free and on-demand workshops, professional learning sessions, conferences, and training designed to strengthen instructional practices, enhance leadership capacity, improve adult literacy instruction, and increase overall educator effectiveness. Participation will support continuous improvement in teaching and learning, promote evidence-based literacy practices across content areas, and ultimately increase student achievement.</p> <p>(9) Description of Activity:</p> <p>(10) Measurable Goal: By the end of the 2026–2027 school year, 100% of participating Favor Transition Academy teachers and/or administrators will complete at least five to ten hours of Georgia Inspire on-demand professional learning focused on improving instructional practices, adult literacy, and educator effectiveness, as evidenced by virtual registration confirmations, certificates of completion, and/or participant training feedback surveys.</p> <p>(11) Intended Outcome: Participating teachers and administrators will increase their content knowledge and instructional skills, resulting in improved classroom instruction and enhanced student academic outcomes at Favor Transition Academy.</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>N/A</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.</p>	<p>The Douglas County School System Consolidated LEA Improvement Plan Stakeholder Input Form provides stakeholders/community-based partners the opportunity to provide feedback in the form of comments or suggestions during the CLIP input process. The survey also provides stakeholders with district contact information for the continuation of monitoring the implementation and effectiveness of Title IV, Part A expenditures.</p>
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