



# Comprehensive Needs Assessment 2024 - 2025 District Report



Clay County

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

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

#### Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	John Hamilton/Terri D. Marcus
Multiple Program(s)	Federal Programs Director	Terri D. Marcus
Multiple Program(s)	Curriculum Director	Terri D. Marcus
Multiple Program(s)	School Leader (#1)	Kimberly Johnson
Multiple Program(s)	School Leader (#2)	Jacqueline C. Holloway
Multiple Program(s)	Teacher Representative (#1)	Emily Keith
Multiple Program(s)	Teacher Representative (#2)	Rhonda Thomas
McKinney-Vento Homeless	Homeless Liaison	Alexandra Shepard
Neglected and Delinquent	N&D Coordinator	Michelle Oliver
Rural	REAP Coordinator	Terri D. Marcus
Special Education	Special Education Director	Emily Keith
Title I, Part A	Title I, Part A Director	Terri D. Marcus
Title I, Part A	Family Engagement Coordinator	Toccaro Mock
Title I, Part A - Foster Care	Foster Care Point of Contact	Michelle Oliver
Title II, Part A	Title II, Part A Coordinator	Terri D. Marcus
Title III	Title III Director	Michelle Oliver
Title IV, Part A	Title IV, Part A Director	Terri D. Marcus
Title I, Part C	Migrant Coordinator	Michelle Oliver

#### Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Terri D. Marcus
Multiple Program(s)	Testing Director	Terri D. Marcus
Multiple Program(s)	Finance Director	Latonia Forte
Multiple Program(s)	Other Federal Programs Coordinators	Michelle Oliver
Multiple Program(s)	CTAE Coordinator	Terri D. Marcus

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Student Support Personnel	NA
Multiple Program(s)	Principal Representatives	NA
Multiple Program(s)	High School Counselor / Academic Counselor	NA
Multiple Program(s)	Early Childhood or Head Start Coordinator	LaQuisha Starling/Tracy Belt
Multiple Program(s)	Teacher Representatives	Katrina Moreno; Samuel Johnson
Multiple Program(s)	ESOL Teacher	Valorie Jones
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	NA
Multiple Program(s)	ESOL Coordinator	Terri D. Marcus
21st CCLC	21st CCLC Program Director	NA
21st CCLC	21st CCLC Site Coordinator or Data Specialist	NA
Migrant	Preschool Teacher	Teresa Williams
Special Education	Student Success Coach (SSIP)	NA
Title II, Part A	Human Resources Director	Michelle Oliver
Title II, Part A	Principal Supervisors	John Hamilton/Terri Marcus
Title II, Part A	Professional Learning Coordinators	Terri D. Marcus; Michelle Oliver
Title II, Part A	Bilingual Parent Liaisons	NA
Title II, Part A	Professional Organizations	NA
Title II, Part A	Civil Rights Organizations	NA
Title II, Part A	Board of Education Members	Genetta Moore
Title II, Part A	Local Elected/Government Officials	Kenneth Sumpter
Title II, Part A	The General Public	Daisy Jackson
Title III	Refugee Support Service Staff	NA
Title III	Community Adult ESOL Providers	NA
Title III	Representatives from Businesses Employing Non-English Speakers	NA
Title IV, Part A	Media Specialists/Librarians	LaVerne Chaffin
Title IV, Part A	Technology Experts	Dwylan Glover
Title IV, Part A	Faith-Based Community Leaders	Eddie Watson

## 1. PLANNING AND PREPARATION

### 1.2 Identification of Stakeholders

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

#### Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Malia Deloach; Kariya Jones
Multiple Program(s)	Private School Officials	NA
Migrant	Out-of-School Youth and/or Drop-outs	Abraham Baldwin Agricultural College (ABAC) MEP
Title I, Part A	Parent Representatives of Title I Students	Cameshia Curry; Cheriee Freeman
Title I, Part A - Foster Care	Local DFCS Contacts	Mary Shavers; Tamika Ward
Title II, Part A	Principals	Kimberly Johnson
Title II, Part A	Teachers	Katrina Moreno; Samuel Johnson
Title II, Part A	Paraprofessionals	Barbara Rivers; Chrissy Clark
Title II, Part A	Specialized Instructional Support Personnel	Valorie Jones; Yolanda Smith; Michelle Minton
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Chattahoochee Flint RESA
Title III, Part A	Parents of English Learners	NA

#### Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Melissa Roland
Multiple Program(s)	Technical, College, or University Personnel	NA
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	NA
21st CCLC	21st CCLC Advisory Council Members	NA
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	LaQuisha Starling; Tracy Belt
Migrant	Migrant PAC Members	NA

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local Farmer, Grower, or Employer	NA
Migrant	Family Connection Representatives	Tara Gardner
Migrant	Local Migrant Workers or Migrant Community Leaders	NA
Migrant	Farm Worker Health Personnel	NA
Migrant	Food Bank Representatives	NA
Migrant	Boys and Girls Club Representatives	NA
Migrant	Local Health Department Representatives	Lindsey Hixon
Migrant	ABAC MEP Consortium Staff	Representative from Region 2 Office
Migrant	Migrant High School Equivalence Program / GED Representatives	NA
Migrant	College Assistance Migrant Programs	NA
Neglected and Delinquent	Residential Facility(ies) Director(s)	NA
Special Education	Parents of a Student with Disabilities	Cleonne Gilbert
Special Education	Parent Mentors	NA
Title II, Part A	School Council Members	NA

<p>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</p>	<p>In developing this plan, Clay County School District asked for advice from various stakeholders and organizations. The team used the guidance from this document outlining required and recommended stakeholders to ensure that representation existed for each group. The cohort of the stakeholders was selected based primarily on the current roles as Administrators, Instructional Coaches, Teachers, Parents, and Community Stakeholders who are familiar with school demographics, climate, Student With Disabilities and school improvement initiatives, and how best to improve the district's activities to meet the purpose of all Federal ESSA Programs (Title I [Homeless, Foster Care, N &amp; D, and Migrant], II, III, IV, V, IDEA and ESSER/CARES funds).</p>
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<p>How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?</p>	<p>A meeting protocol is in place for each meeting that allows for participants to give feedback on the issues or topics being discussed. The approved Comprehensive Needs Assessment is placed on the website for viewing throughout the year. All input is considered relevant and an important part of this process. We are incorporating surveys using Microsoft Forms and/or Google Forms this year to add a link for participants to give input or feedback throughout the year.</p>
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

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

#### Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	1
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	1
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.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2023-2024 Implementation Handbook</a> for further guidance regarding LKES scores.	

## 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.	1.74
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.	1.87
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	1.52
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2
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.	1.87
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.	1.43
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2023-2024 Implementation Handbook</a> for further guidance regarding TKES scores.&lt;br&gt;</p>	

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

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

#### Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	1
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.	2
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	1

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.	2
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	0
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2023-2024 Implementation Handbook</a> for further guidance regarding LKES scores.</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.	1.91
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2023-2024 Implementation Handbook</a> for further guidance regarding TKES scores.</p>	

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	0
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2023-2024 Implementation Handbook</a> for further guidance regarding LKES scores. 	

## Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	1.96
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.	1.91
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.04
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2023-2024 Implementation Handbook</a> for further guidance regarding TKES scores.&lt;br&gt;</p>	

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

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

#### Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2023-2024 Implementation Handbook</a> for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.04
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2023-2024 Implementation Handbook</a> for further guidance regarding TKES scores. 	

## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

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

#### Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	1
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.	2
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	1
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.	2
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	0
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2023-2024 Implementation Handbook</a> for further guidance regarding LKES scores. 	

## Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	1.96
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.	1.74
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.	1.87
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	1.52
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2
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.	1.87
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	1.87
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.	1.43
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.	1.91
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.04
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2023-2024 Implementation Handbook</a> for further guidance regarding TKES scores. 	

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

<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>Clay County School District is a very small, rural district which is located in Southwest Georgia. There is no substantial tax base. Many of the parents and other community members work outside of Clay County. Approximately 43% of the faculty and staff working in the school system commute to Clay County daily. The school is the largest employer with the nursing home being second. We used surveys as our perception data.</p>
<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>According to our data collected from the parents/guardians surveys, 93% of the parents/guardians feel as though we are doing a good job in all areas Teaching &amp; Learning; School Safety, Interpersonal Relationships, Institutional Environment and Parent Involvement. The community feels as though they do not know how to assist the school and are not aware of pertinent information about the school (turnover rate, effectiveness of principals and school leaders, etc.). We are looking into new avenues to get the community more involved and to get more information disseminated to all stakeholders. The staff or personnel surveys continues to show that they are concerned about school safety and parental involvement.</p>
<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>The process data we used were walkthroughs, observations and GaLEADS Pilot Teacher Evaluation System. GaLEADS is a comprehensive system that allows teachers to improve their craft and share strengths. All teachers are receiving a minimum of the required walkthroughs and observations according to their teacher type (novice, induction, and professional). We will continue implementation of GaLEADS for FY25.</p>
<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>Although we piloted GaLEADS in FY24, our areas of growth continues to be the same with one addition: Differentiated Instruction, Academically Challenging Environment, Assessment Uses and Professionalism. Professional knowledge and Communication are areas of moderate strength.</p>

<p>What achievement data did you use?</p>	<p>Clay County School District uses a variety of student achievement data such as Georgia Milestones Assessment System (GMAS), Houghton Mifflin Harcourt Growth Measures (HMHGM), Acadience, Pre Kindergarten Work Sampling Online (WSO), PALS, PPVT, DRC Beacon, and Georgia Kindergarten Inventory of Developing Skills (GKIDS) as well as local assessments (iReady).</p>
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<p>What does your achievement data tell you?</p>	<p>According to the Acadience data, there was increase in at or above grade level benchmark in grades K - 3 from the BOY to the EOY (K: +28 percentage points; 1: +13 percentage points; 2: +5 percentage points; 3: +2 percentage points) for FY23. For FY24, we continued to see an increase in at or above grade level benchmarks for grade K. However, there was a slight decrease in grades 1 and 3, -12 percentage points and -2 percentage points respectively. Grade 2 decreased considerably by -50 percentage points. The areas of concerns are nonsense words fluency, oral reading fluency/accuracy, and maze.</p> <p>GMAS data shows an increase in grade 3 - 8 ELA; 5 Science; 8 Social Studies. All other grades shows a decrease from FY24. Math could not be reported during this analysis as the scores had not returned when we completed our CLIP. The students scoring on the proficient or distinguished level on ELA, Math, Science, and Social Studies portion of the GMAS were 9%, 2%, 10%, and 11% in 2021; 19.8%, 12.3%, 13.5%, and 5% in 2022; and 16.8%, 12%, 7.5%, and 7% in 2023; and 29%, no Math scores, 30%, and 20% in 2024. Over the last five years, we have seen more of our students scoring on the proficient or distinguished levels.</p> <p>We have seen some improvement according to the data we have analyzed, but we are still not where we need to be with closing the student achievement gaps. There continues to be a gap between the "what" of instruction and the "how" of instruction; between the actual student achievement and the goal. There is a need to take a deeper look at the instructional system--the structure of the coherent instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress.</p>
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<p>What demographic data did you use?</p>	<p>We used the following demographic data: discipline, attendance (student and staff), student enrollment, student mobility rate, and retention of teachers.</p>
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<p>What does the demographic data tell you?</p>	<p>The Clay County School District (CCSD) is located in Fort Gaines, Georgia. The city Fort Gaines is geographically located in Southwest Georgia in the county of Clay in the Second Congressional District. It is the 2nd poorest county in Georgia which is located 50 miles west of Albany, Georgia, 90 miles south of Columbus, Georgia, and 50 miles northeast of Dothan, Alabama. The district serves the communities of Fort Gaines and Bluffton. The county population is currently 2,951 which has decreased from 3,183 in the 2010 census. The population is composed of 60% African American, 38% White, 0.4% Native American, 0.5% Asian, and 1.1% from two or more races. Hispanic or Latino of any race is 1.5% of the population. CCSD consists of one elementary and one middle school. Both schools are Title I School-wide schools and located on one campus.</p> <p>Student enrollment decreased from 205 students in FY22 to 204 in FY23 (using March FTE calculations). Enrollment decreased slightly in FY24, using March FTE calculation, to 200 students. We are still experience student mobility. We continue to have issues with the retention of effective teachers, although we offer sign on bonuses and retention incentives. The newest concern with effective teachers is actually finding teachers to come teach in our system. We had to use Imagine Learning along with a facilitator for MS English Language Arts courses in FY24.</p>
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.1 Strengths and Challenges Based on Trends and Patterns

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

#### Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Although the district has a number of positive attributes for current instructional practices, several areas of improvement were identified.</p> <ol style="list-style-type: none"> <li>1. We need to establish, implement and maintain a clearly defined and comprehensive assessment system that includes training on interpreting and using the results from both formative and summative measures.</li> <li>2. Identify, communicate and monitor clear expectations for the use of research-based or evidenced based practices that support student learning throughout the instructional delivery.</li> <li>3. Systematic and sustainable practices that support continuous improvement are not in place at all schools. These include improvement through training on data interpretation, implementing research or evidenced based strategies, monitoring with fidelity, aligning resources both material and human to best impact instruction.</li> <li>4. Implement student centered, student directed strategies.</li> <li>5. District needs to develop a Curriculum, Instruction and Assessment (CIA) procedural manual. We are showing improvement in implementing evidence-based interventions, documentation, and monitoring at Tiers II and III.</li> <li>6. Building Principal has participated in the Georgia School Leadership Academy and the CFRESA Principal Academy during FY22. The Assistant Principal, Instructional Coaches, and a Teacher Leader took part in the Aspiring School Principal Leadership Academy sponsored. In FY23, a team participated in GLISI. We have continued to send our administrators to CFRESA in the FY24 school year.</li> <li>7. Improve instructional practices in lower grades to address deficits in foundational skills. We have sent four teachers, administrators, and coaches to LETRS training in FY23. We will continue until every teacher is trained. So far, all teachers have completed Volume 1 in LETRS training. This has been accomplished by the assistance of the Office of Rural Education Initiatives (REI) . For FY25, we will continue to have certified staff members trained in LETRS via RESA.</li> </ol>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Strengths and Challenges Based on Trends and Patterns

<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>Although we utilize LKES as our evaluation system, we still lack effective communication among administrators and staff members. We need to continue to work on Leading as Learners (Instructional Leaders), having courageous conversations with faculty and staff, and building and maintaining positive school climate and culture.</p>
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<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>CCSD provides support for new teachers by providing them with a mentor with monthly tasks to acclimate new staff members to Clay County. Letters of intent go out to staff in January so that we can get an early opportunity to seek new staff when needed. Instructional coaches support and model lessons for new teachers. We will create a team to mentor new teachers and provide support. Additional teachers should be trained to be mentors and receive the Teacher Support Specialist endorsement. More inter-department support is needed, such as attending state and national conferences in the instructional areas. Mentors need to be assigned to teachers changing grade-level or instructional areas. Additional professional learning is needed when working students who are English Learners. Evaluation data is used to design professional learning whole group or individualized. Teachers need the opportunity to gain National Board Certification and STEM certification. Data should drive placement of staff and staffing needs. We also need to have more teachers receiving the Reading, Mathematics, Gifted, Computer Science, Special Education Preschool, and Science Endorsements. Common collaboration planning time is scheduled during the school day twice a week (ELA/SS and Math/Science) for collaboration among teachers following the Division of School and District Effectiveness Collaborative Planning Toolkit.</p>
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<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>CCSD needs to create a positive and supportive environment for our students, families, and community stakeholders. We currently provide training to teachers and administrators on how to communicate with parents effectively as well as training to parents on how to communicate with schools. A PTA/PTO is needed. We need to find ways to increase the numbers of parents that attend parent meetings. School policies and procedures are provided to parents in the handbook, however parents need an in depth orientation on school policies and procedures and how to be advocates for their own and other children. Parent volunteers are needed with appropriate training. We are currently in the process of building a parent resource center for parents to use. We offer parents more access to resources we receive from our collaboration with Family Connections and other partners. Parent and Family Engagement Policy/Plan is jointly coordinated with meaningful input from students, parents and community partners. We need to partner with more faith based organizations. Parent Outreach is needed for those parents that cannot come to schools and parents of</p>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Strengths and Challenges Based on Trends and Patterns

	<p>English Learners. Need mentoring programs with community agencies (police, fire depts., business leaders). Home School Facilitator and School Social Worker need to work closely to provide parent support and community engagement in the community. Clay County Schools (CCS) will continue implementation of a school-wide mentoring program in which staff members will work with students.</p>
<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>PBIS is being implemented in all schools. After School and Summer School are used as an intervention. Intervention teacher/paraprofessionals in reading and math provide interventions at all schools. Parents want increased opportunities to participate in the decision making. Parental involvement is still stagnant. MTSS has been implemented at all grade levels with a MTSS Coordinator. Additional support is provided for EIP and remediation programs. Extended learning time is provided. Small group instructional support is provided for English Learners, Students with disabilities, and EIP students daily.</p>
<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Parents are younger, and education is not a priority. Poverty has an effect on how students are perceived, and we need to make sure our teachers understand how to best meet their needs. Students are growing up in poverty have a weak knowledge base as they enter school. Field trips are few, thus students lack exposure. Students are entering school with severe language deficiencies. Community stakeholders that are willing to invest in the schools are needed. Many faculty and staff members live out of town, so the revenue of the school employees goes to other counties. FTE has declined due to the lack of housing, job opportunities in the county and choices of schools to attend.</p>
<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>We currently have intervention programs in the elementary and middle schools which identify student needs in the areas of reading and math and programs which supplement instruction. We have standards-based classrooms. Support personnel are provided in areas of need. There is an abundance of technology in our system. We continue to need the infrastructure to support all the technology we have been purchasing. Providing and implementing intervention needs to be a consistent practice across the district in which we know that affects student achievement. There is some support personnel provided in areas, however, more support is needed to properly intervene in a timely manner. There is an need to develop a strategy to closely monitor student achievement, progress and interventions strategies toward identified goals as well as instructional practices and interventions.</p>

# 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.

Strengths	IEPs meetings are held within the allotted time. Special Education manual is available. Special Education teachers participate in collaborative planning meetings. Decisions are made based on by an IEP committee based on the needs of the individual child. All our Special Education teachers are set up to use SLDS for assessment information.
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Challenges	General and Special Education teachers need more professional learning on the delivery of the co-teaching models. Paraprofessionals need to be trained and supported in the duties and responsibilities in each Least Restrictive Environment (LRE). General Education teachers need to be more involved and vocal about their SWD students and their needs. Schools need to adjust schedules for SPED scheduling; Leaders and teachers need to be trained on how to utilize paraprofessionals within the classroom more efficiently. Achievement gap still exist SWD students and non-SWD students. Teachers need to be trained on how to ensure students are receiving specialized instruction to support their needs. All teachers need training in Behavior management or deescalating strategies to use within classroom.
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## Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Paraprofessionals support in both schools. Computerized intervention and instructional programs available for Tier 1 and Tier 2 students. Provides after school tutorial for students. Professional Learning opportunities for all staff members are provided. Provides materials, technology, and supplies which supplement instruction.
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Challenges	Need to train all staff more frequently on the procedures included in the Federal Programs manual. Systematic monitoring and evaluation of Title I program. Ensuring all understand the purpose for Title I funds. Need interventions/instructional programs for Tier 3 students. Finding and maintaining evidence-based interventions. Staff needs to be trained on implementing and progress monitoring evidence-based interventions.
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Title I, Part A - Foster Care

Strengths	Transportation plan completed with assistance from local agencies.
Challenges	Identifying students in foster care. Training staff for a better understanding of the impact of foster care on the academic achievement of students. Classroom support when entering the school setting.

## Title I, Part A - Parent and Family Engagement

Strengths	Clay County School District has a Parent and Family Engagement Plan in which parents and/or guardians are given opportunities to provide input. They are also involved in revising the PFE on the school level and the compacts. We hire a half-time Home School Facilitator to serve as the Parent Involvement Coordinator.
Challenges	We need to develop a plan to ensure many parents are truly engaged in making decisions and providing input in various ways. Strategies for family engagement outlined in the Systemic Family Engagement Handbook are not followed or used as a guide. We are also working on ways to establish a PTO among the parents.

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	To determine where migrant students are placed, Clay County School District will review and evaluate service reports and state assessments. Individual student needs will also be determined by local benchmarks. The district would then coordinate with the ABAC Program Specialist to place students and provide services to students in Clay County. The services will include supplemental services, social advocacy services, as well as academic services. These service will be provided in conjunction with the ABAC Consortium. Any out-of-school youth identified will have a profile completed by the ABAC Program Specialist to determine the youth's needs and interests. The district will provide support and assistance to facilitate services for all participants and to assist students in completing their high school education; for example, the district assists students in school re-enrollment, referring and
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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.)

	preparing them for enrollment in GED programs. Currently, the district has no identified migrant students.
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Challenges	We currently do not serve any migrant children.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	Clay County does not have a N & D facility within the school boundary to serve Neglected and Delinquent Children and do not receive funds for neglected and/or delinquent children. However, if we did, we are aware that the students are eligible to be served with Title I funds. .
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Challenges	We do not have a N & D facility within the school boundary to serve Neglected and Delinquent Children.
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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	<p>The Clay County School District (CCSD) has one elementary and one middle school, all of which have been designated as School-Wide Title I Schools. The placement of students and staff is handled strategically, to the extent possible in a small, rural school district, to ensure that students are not served at disproportionate rates by ineffective, out-of-field, and inexperienced teachers.</p> <p>All teachers must have a clearance certificate, hold a bachelor's degree at minimum, and have or be eligible for a Georgia teacher certificate. For eligible hires who do not have a background in education and do not hold a Georgia teacher certificate, the novice teacher can be enrolled into the Georgia Teacher Alternative Preparation Program (GTAPP). Inexperienced teachers are supported by mentor or experienced teachers and provided professional development to support their growth and the needs of the school.</p>
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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."

	<p>The placement of low-income and minority students in Title I Schools with teachers who are ineffective, out-of-field, or inexperienced is monitored closely. Teacher evaluations, feedback from principals, and student achievement data are monitored to determine the designation of ineffective teachers within the CCSD and equity gaps that may surface throughout the year.</p> <p>Clay County School District currently offer signing bonuses for core content area teachers. Various Professional learning opportunities are offered. Instructional coaches provide support for the retention of effective teacher. Retention bonuses are given to teachers who remain with us. Professional Development provided for teachers to ensure that the Georgia Standards of Excellence are implemented at a deeper level.</p>
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Challenges	<p>Some of our current challenges are:</p> <ul style="list-style-type: none"> <li>Limited trained mentors (TSS Certificate)</li> <li>Time for mentors to meet with mentees.</li> <li>Recruiting effective teachers in a rural area</li> <li>Retaining effective teachers and leaders</li> <li>Effective Induction Program</li> </ul>
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## Language Instruction for English Learners and Immigrant Students

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

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

Strengths	<p>There are four certified personnel members with ESOL endorsement in our school district.</p>
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# 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 the ESOL and Title III, Part A language instruction educational programs.

Challenges	Parent Outreach for parents of English Learners. Additional professional learning is needed for regular ed teachers. Providing time for conferencing between the ESOL teacher and the regular ed teacher. Communicating with parents in their native language (Google translate is not always accurate.). The ability to find a translator in rural Southwest Georgia. As a small district, we relied on the Title III Consortium; however, the consortium was dissolved FY18.
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## Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	Identification procedures are in place to identify the students and families experiencing homelessness. Staff is informed and trained on the definition of homeless and procedures. We work closely with DFACS to identify homeless children and youth. Transportation is trained on the definition and how to identify signs of homelessness and procedures (who to contact).
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Challenges	Parents do not want to be labeled as homeless due to the negative connotation of being homeless. Need additional training on how to serve homeless children and families.
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## Title IV, Part A - Student Support and Academic Enrichment

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

Strengths	The principals feel there is a need to offer the students things in which they would not ordinarily get exposure to such as band, art, music, dance, and taekwondo, and yoga. We have many students who never travel outside the county for anything let alone to participate in an extracurricular activity. This was even expressed in our last AdvancEd/COGNIA Accreditation process. Our students are always
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Title IV, Part A - Student Support and Academic Enrichment

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

	<p>operating in the fight or flight zone. They never have anyway to release until they are releasing on students and staff at school, which is considered their safe place. There is also a need to improve school staff well-being. These funds allow us to provide the students with non-academic activities or enriching activities in which they might not otherwise receive. We are now able to provide wrap around services for our student (serve the whole child). Although we have a vast amount of technology in our system, our teachers still struggle to use the technology more effectively. For instance, we have iPads and individual laptops for students to use. Title IV, Part A funds enables us to provide extracurricular activities to our students such as taekwondo, music, and dance. It also helps to provide music instruments, ATV and STEM supplies, PBIS Reward Software, art supplies, training, travel, registration and supplies for Physical Education (PE) and music teacher.</p>
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Challenges	<p>Finding the personnel or staff to perform such activities. We have children who have chronic illnesses, social and emotional issues. We have not been able to provide these types of services to serve the whole child before now. We are still in need of a full time social worker with the high level of poverty we deal with. We also need someone who is equipped to deal with the social and emotional issues we experienced during COVID-19 and continue to experience. We still only use them for basic applications such as word processing, searching the internet and completing basic tasks. We have been working with Communities In Schools (CIS) to assist with this issue.</p>
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## Title I,Part A - Equitable Access to Effective Educators

Strengths	<p>The Clay County School District (CCSD) has one elementary and one middle school, all of which have been designated as School-Wide Title I Schools. The placement of students and staff is handled strategically, to the extent possible in a small, rural school district, to ensure that students are not served at disproportionate rates by ineffective, out-of-field, and inexperienced teachers.</p> <p>All teachers must have a clearance certificate, hold a bachelor's degree at minimum, and have or be eligible for a Georgia teacher certificate. For eligible hires who do not have a background in education and do not hold a Georgia teacher certificate, the novice teacher can be enrolled into the Georgia Teacher Alternative Preparation Program (GATAPP). Inexperienced teachers are supported by mentor or</p>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

	<p>experienced teachers and provided professional development to support their growth and the needs of the school.</p> <p>The placement of low-income and minority students in Title I Schools with teachers who are ineffective, out-of-field, or inexperienced is monitored closely. Teacher evaluations, feedback from principals, and student achievement data are monitored to determine the designation of ineffective teachers within the CCSD and equity gaps that may surface throughout the year.</p>
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Challenges	<p>Clay County School District is located in a small, rural school district. We often experience issues with recruiting new teachers to come to the school district. We attend recruitment fairs and place openings on the Teacher Georgia and in local newspapers. To no avail, we continue to have an issue with recruitment. Getting new certified teachers to apply for open positions has continued to be a struggle for us. We have tried to be utilize retired teachers as 49% teachers in some classrooms. The placement of low-income and minority students in Title I Schools with teachers who are ineffective, out-of-field, or inexperienced is being monitored closely. There is also an issue with retention. Our hope is to partner with Andrew College. They started a Bachelors in Education program in August 2021. We are also starting a "grow your own" program in FY24. We have been working with the Rural Education Initiative (REI) to establish another vehicle to open our vacancies up to more people.</p>
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## Title V, Part B - Rural Education

Strengths	Title V, Part B provides us with funds to assist with some of the items we include in our CNA and DIP.
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Challenges	NA
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Improve instructional practices in all core subjects areas.
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	Acadience, IReady, GMAS scores will be used to determine growth. As a result of COVID-19 pandemic, students experienced severe learning loss. Social Emotional Learning is very important and being addressed.
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Overarching Need # 2

Overarching Need	Improve school staff well-being to promote a positive school atmosphere and role modeling for students in terms of self-regulation and coping strategies related to mental and behavioral health (wraparound services).
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	
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Overarching Need # 3

Overarching Need	To promote positive support and enrichment activities/connections classes to improve the well-being for students and staff members.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	5

Additional Considerations	
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Overarching Need # 4

Overarching Need	Fully implement MTSS district-wide and support systems of differentiation.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	We need to hire a full-time MTSS Coordinator.
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Overarching Need # 5

Overarching Need	Expand positive support for students and staff in the learning environment.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.3 Root Cause Analysis

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

Overarching Need - Improve instructional practices in all core subjects areas.

##### Root Cause # 1

Root Causes to be Addressed	Define the expectations for teachers during collaborative planning.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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##### Root Cause # 2

Root Causes to be Addressed	Use of formative and summative assessment data effectively.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Root Cause # 3

Root Causes to be Addressed	Lack of training for aligning instruction to the standards to increase academic rigor.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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## Root Cause # 4

Root Causes to be Addressed	The district has an ineffective system to monitor and provide feedback in a timely manner.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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## NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Overarching Need - Improve school staff well-being to promote a positive school atmosphere and role modeling for students in terms of self-regulation and coping strategies related to mental and behavioral health (wraparound services).

### Root Cause # 1

Root Causes to be Addressed	The district has an ineffective system to identify and monitor student, faculty, and staff social and emotional needs.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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### Root Cause # 2

Root Causes to be Addressed	Clay County School District and the community lacks the resources necessary to identify, monitor, and/or support social and emotional needs.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - To promote positive support and enrichment activities/connections classes to improve the well-being for students and staff members.

Root Cause # 1

Root Causes to be Addressed	Our students are not getting the exposure to many enriching activities.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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Overarching Need - Fully implement MTSS district-wide and support systems of differentiation.

Root Cause # 1

Root Causes to be Addressed	We are not getting students the assistance they need in a timely manner.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - Expand positive support for students and staff in the learning environment.

Root Cause # 1

Root Causes to be Addressed	Teacher morale is low.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Teachers do not feel valued and connected to the school.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program

Additional Responses	
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Root Cause # 3

Root Cause # 3

Root Causes to be Addressed	Students are not authentically engaged in academics.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Attrition rates for teachers are too high.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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# District Improvement Plan 2024 - 2025



Clay County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

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

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? Yes

Flex Waiver # 1 - StatewideWaiver

A. The following available statewide waiver is requested: (Please select a waiver from the dropdown menu)	Waiver of Title I, Part A Limitation on Carryover – ESSA Section 1127(a) (Unspent Title I, Part A FY21 funds carried over to FY22)
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B. Select each program affected by this waiver request:	
✓	Title I, Part A
	Title I, Part C
	Title I, Part D
	Title II, Part A
	Title IV, Part A

C. What are the overall expected results or the measurable educational goals that will be achieved through application of this waiver? (Please include both districtwide and/or local school level results or measurable goals)	<p>Clay County School District is a small rural school district with teachers teaching more than one subject a day. There is not adequate time to plan the lessons with the assessments and fidelity needed to target the students' needs. In an effort to improve academic achievement for all students on the Georgia Milestones and Georgia Alternative Assessment, we will contract with outside experts to support instructional practices with the development of rigorous lessons, developing appropriate assessments, and gathering the appropriate resources for the lesson. The contracted services for ongoing site job-embedded profession learning will take place after contract hours will support and help foster instructional understanding for instructional staff and school leaders.</p> <p>Clay County School District's goal is to increase student achievement by 7% in all areas on the Georgia Milestones Assessment by the end of FY24.</p> <p>Clay County Elementary School's goal is to increase the number of students scoring at Proficient or above on the GMAS from 9 to 18 students (19% to 38%) in ELA, from 10 to 16 students (21% to 38%) in Math, and from 2 to 6 students (15% to 30%) in Science.</p> <p>Clay County Middle School's goal is to increase the number of students scoring at Proficient or above on the GMAS from 9 to 13 students (15% to 27%) in ELA, from 3 to 13 students (5% to 27%) in Math, and from 0 to 7 students (0% to 15%) in Science and from 2 to 4 students (7% to 25% in Social Studies.</p>
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Flex Waiver # 1 - StatewideWaiver

D. How was public notice made regarding this waiver? (Please select all that apply)	
<input checked="" type="checkbox"/>	LEA Website
<input checked="" type="checkbox"/>	LEA/School Newsletter
<input type="checkbox"/>	Newspaper
<input type="checkbox"/>	Other (Please specify)

Please provide any comments received as a result of the public notice here:	No comments received as of today.
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### 3. DISTRICT IMPROVEMENT GOALS

#### 3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve instructional practices in all core subjects areas.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Define the expectations for teachers during collaborative planning.
Root Cause # 2	Lack of training for aligning instruction to the standards to increase academic rigor.
Root Cause # 3	The district has an ineffective system to monitor and provide feedback in a timely manner.
Root Cause # 4	Use of formative and summative assessment data effectively.
Goal	By the end of 2025, increase student achievement by 10% on all areas of the Georgia Milestones Assessment.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 NA
Subgroup(s)	Economically Disadvantaged
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Schedule and work with teachers in collaborative planning 2 days per week. The Instructional Coaches will provide training and professional development during collaborative planning and Professional Learning Communities.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Schedule for Planning, Sign-In Sheets, Agendas, Notes
Method for Monitoring Effectiveness	Classroom Observations, Monthly Progress of monitoring data
Position/Role Responsible	Instructional Coaches, Principals, Professional Learning Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	We are working with the GADOE and Family Connections. We are also looking forward to forging a relationship with one of the area colleges or universities (Columbus State University, Andrew College, Albany Tech or Albany State University).
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Action Step # 2

Action Step	Monitor for the Implementation of flexible grouping based on formative assessment. The Instructional Coaches, Principals and Professional Learning Coordinator and Consultants will train the teachers on flexible grouping, best practices, assessments and differentiation.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plan Template, Rubric for Grouping
Method for Monitoring Effectiveness	Benchmark Progress, Formative assessment results, Classroom Observations, TKES
Position/Role Responsible	Instructional Coaches, Principals and District Administrators
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	We work closely with Chattahoochee Flint RESA and GaDOE.
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Action Step # 3

Action Step	Continue implementation of MTSS (Multi-Tiered Systems of Support) process district wide by providing professional development/learning.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement
Method for Monitoring Implementation	MTSS procedures, meeting schedule, reports, number of students referred for evaluation.
Method for Monitoring Effectiveness	Monthly progress of monitoring data, Classroom Observations
Position/Role Responsible	MTSS Coordinator, Associate Superintendent, Principals
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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

Action Step	To provide faculty and staff with training in the areas of authentically engaging students and aligning instruction to the standards to increase academic rigor.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Focus Walks Results, GaLEADS data, Student Assessments, Lesson Plans,
Method for Monitoring Effectiveness	Benchmark Progress, Classroom Observations, Walkthrough Results
Position/Role Responsible	Instructional Coaches, Principals, District Administrators
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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

Action Step	To provide professional learning for teachers, paraprofessionals, leaders, instructional coaches, and other instructional staff on instructional technology or effective uses of technology.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Agendas, sign in sheet, participation numbers, observations
Method for Monitoring Effectiveness	Student Achievement Data
Position/Role Responsible	Principals, Associate Superintendent
Evidence Based Indicator	Strong

Timeline for Implementation    Yearly

Does this action step support the selected equity intervention?    Yes

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

Action Step	To provide professional learning or development for technology related to content areas and data analysis.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas, sign in sheet, participation numbers, observations
Method for Monitoring Effectiveness	Student Achievement Data
Position/Role Responsible	Principals, Associate Superintendent, Instructional Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	To pay for GACE in content areas for staff for career advancement or enhancement purposes. Encourage teachers to add fields of certification by reimbursing for passing GACE exams in needed fields.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas, sign in sheet, observations
Method for Monitoring Effectiveness	Student Achievement Data
Position/Role Responsible	Associate Superintendent, Principals
Evidence Based Indicator	Promising

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Continue funding Instructional Coaches to coach, work with, and train teachers during classroom instruction, Collaborative Planning and PLCs.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Logs, sign-in sheets from PLCs, district PL days, Collaborative Planning, Classroom Walkthrough
Method for Monitoring Effectiveness	Student achievement data, lesson plans, walkthrough data
Position/Role Responsible	Principal, Curriculum Director, Associate Superintendent
Evidence Based Indicator	Strong

Timeline for Implementation

Weekly

Action Step # 8

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CF RESA, GADOE School Effectiveness Division
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Action Step # 9

Action Step	To provide capacity-building for teachers and school leaders in designing classroom-based assessments using benchmark assessment software and using data from assessments to improve instruction and student academic achievement.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Agendas; Sign-In Sheets, PL evaluation forms
Method for Monitoring Effectiveness	Student achievement data
Position/Role Responsible	School administrators, Teachers, Instructional Coaches
Evidence Based Indicator	Strong

Action Step # 9

Timeline for Implementation	Others : Ongoing: August - May
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CF RESA
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Action Step # 10

Action Step	To provide additional quality instructional PL for staff: software training, PBIS, MTSS, Social Emotional Learning, English Language Arts, Math, Reading, Science, Social Studies, Writing, Parental Involvement/Engagement, School Culture, Climate, Differentiation, Data Analysis, School Safety, curriculum based programs, Classroom Management, Behavior, Discipline, Vertical Alignment, Instructional Technology, Student Engagement, Professional Learning Communities (PLCs), Assessments, and Integration of Technology. To pay for substitutes, registrations fees, and travel for instructional staff to attend Professional Learning. To pay stipend for instructional staff to attend after contract hours (off contract days, after school and Saturdays). Provide Professional learning registration and travel for staff allowing them to visit nationally recognized schools with high academic achievement (model schools and Ron Clark Academy). Build staff capacity through staff meetings and book studies.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 10

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PL packets (agenda, sign in sheets, handouts, evaluation form)
Method for Monitoring Effectiveness	Teacher observations, student achievement data
Position/Role Responsible	School Administrators, Instructional Coaches, Associate Superintendent, Curriculum Director
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CF RESA, GADOE
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Action Step # 11

Action Step	Continue the use of intervention software programs, instructional materials, and grade level reading books during school, after school, during the summer and at home to reinforce standards.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Student Usage reports, book logs
Method for Monitoring Effectiveness	Student usage reports, analysis of student achievement data
Position/Role Responsible	School administrators, Instructional Coaches, Teachers
Evidence Based Indicator	Strong

Timeline for Implementation Others : Ongoing: August - May

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 12

Action Step	Upgrade and sustain the use of technology to assist in and enhance instruction in and out of the classroom.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans, inventory checklist, disposition forms
Method for Monitoring Effectiveness	Student usage reports, student achievement data
Position/Role Responsible	Principal, Technology Coordinator, Associate Superintendent
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 13

Action Step	Continue to institute after-school/Saturday school interventions/accelerated learning programs to recover learning loss for all core subject areas.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Student sign in sheets, teacher timesheets, benchmark data, pre/post test, class grades
Method for Monitoring Effectiveness	GMAS data, benchmark data, pre/post tests
Position/Role Responsible	School Administrators, Instructional Coaches, Teachers
Evidence Based Indicator	Strong

Timeline for Implementation Others : August - May

Does this action step support the selected equity intervention? No

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

#### 3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve school staff well-being to promote a positive school atmosphere and role modeling for students in terms of self-regulation and coping strategies related to mental and behavioral health (wraparound services).
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Clay County School District and the community lacks the resources necessary to identify, monitor, and/or support social and emotional needs.
Root Cause # 2	The district has an ineffective system to identify and monitor student, faculty, and staff social and emotional needs.
Goal	By the end of 2025 school year, the CCSD will have a system in place to address the various social and emotional needs of the students faculty and staff.

Action Step # 1

Action Step	Implement character education programs (7 Mindsets) with fidelity throughout the school district.
Funding Sources	Title I, Part A Title IV, Part A Title V, Part B N/A
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, discipline data, PBIS Rewards, data, and surveys
Method for Monitoring Effectiveness	Discipline data review, monthly progress of monitoring data
Position/Role Responsible	School Counselor, Principals, MTSS Coordinator
Evidence Based Indicator	Strong

Action Step # 1

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

Action Step	To pay for subscription for PBIS Rewards System and SWIS.
Funding Sources	Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	SWIS Data, SAS Surveys, Agendas, Sign In Sheets, PBIS Focus Walks
Method for Monitoring Effectiveness	Discipline data review
Position/Role Responsible	PBIS Coaches, Principals, District PBIS Coordinator
Evidence Based Indicator	Strong

Action Step # 2

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

Action Step	To provide mental health, trauma informed, and academic success supports for students.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Agendas, Sign In Sheets, Surveys, Data
Method for Monitoring Effectiveness	Attendance Data Review, Monthly Monitoring Progress Data
Position/Role Responsible	Principals, Special Projects Director
Evidence Based Indicator	Strong

Action Step # 3

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GaDOE, Chattahoochee Flint RESA
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### 3. DISTRICT IMPROVEMENT GOALS

#### 3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	To promote positive support and enrichment activities/connections classes to improve the well-being for students and staff members.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Our students are not getting the exposure to many enriching activities.
Goal	By the end of FY25 school year, increase the number of students participating in enriching activities by 20%.

Action Step # 1

Action Step	To purchase instructional supplies for students in art, music/band, and physical education.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Rosters, Master schedule
Method for Monitoring Effectiveness	Quarterly progress data review
Position/Role Responsible	Principals
Evidence Based Indicator	Strong

Timeline for Implementation      Quarterly

Action Step # 1

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

Action Step	To pay for registration, travel, substitutes (during contract hours), and stipends (off contract) for Health and Physical Education, Music, STEM staff, Technology, and MTSS Coordinator to attend appropriate professional learning, trainings and workshops.
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning evaluation forms, agenda, applicable handouts
Method for Monitoring Effectiveness	Teacher Observations, GaLEADS
Position/Role Responsible	School Administrators, Special Projects Director, Associate Superintendent
Evidence Based Indicator	Strong

Action Step # 2

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

Action Step	To pay for substitutes or stipends for staff to attend use of technology training or professional learning.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL Packets (Agenda, Sign In Sheets, Handouts, Evaluation Forms)
Method for Monitoring Effectiveness	GaLEADS, Classroom Walkthroughs, Student Achievement data
Position/Role Responsible	Principal, Special Projects Director, Associate Superintendent
Evidence Based Indicator	Strong

Action Step # 3

Timeline for Implementation	Others : Ongoing: August - May
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CF RESA and GaDOE
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### 3. DISTRICT IMPROVEMENT GOALS

#### 3.4 Overarching Need # 4

##### Overarching Need

Overarching Need as identified in CNA Section 3.2	Fully implement MTSS district-wide and support systems of differentiation.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	We are not getting students the assistance they need in a timely manner.
Goal	By the end of FY25, CCSD will move 15% of students from Tier 3.

##### Action Step # 1

Action Step	Continue implementation of MTSS (Multi-Tiered Systems of Support) process district-wide by providing professional development/learning.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	MTSS Processes & Procedures, meeting schedule, reports, number of students referred for evaluation, number of students moved back to Tier 1
Method for Monitoring Effectiveness	Monthly progress of monitoring data, classroom observations
Position/Role Responsible	MTSS Coordinator, Associate Superintendent, Principal
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Action Step # 1

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

Action Step	To hire a MTSS Coordinator to ensure all components of MTSS is in place and effective.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	Meeting Schedule, Data Analysis, Number of students referred for evaluation, number of students moved down to Tier 1
Method for Monitoring Effectiveness	Observations, Monthly progress of monitoring data
Position/Role Responsible	Principal, Associate Superintendent
Evidence Based Indicator	Promising

Action Step # 2

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

Action Step	To pay for registration and travel for MTSS Coordinator to attend applicable trainings and/or meetings.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL packets (agenda, evaluation form, handouts)
Method for Monitoring Effectiveness	# of trainings being redelivered to teachers and other staff members
Position/Role Responsible	Principal, Associate Superintendent
Evidence Based Indicator	Strong

Action Step # 3

Timeline for Implementation	Others : August-May
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CF RESA, GaDOE
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### 3. DISTRICT IMPROVEMENT GOALS

#### 3.5 Overarching Need # 5

Overarching Need

Overarching Need as identified in CNA Section 3.2	Expand positive support for students and staff in the learning environment.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Attrition rates for teachers are too high.
Root Cause # 2	Students are not authentically engaged in academics.
Root Cause # 3	Teacher morale is low.
Root Cause # 4	Teachers do not feel valued and connected to the school.
Goal	By the end of FY25, Clay County Elementary School will increase school climate rating to 4 and Clay County Middle School will increase school climate rating to 5 and increase retention rate by 10%.

Equity Gap

Equity Gap	Teacher Retention
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8
Subgroup(s)	Economically Disadvantaged
Equity interventions	EI-9 Evaluate and monitor the working environment in support of a positive school climate

Action Step # 1

Action Step	Continue implementation and professional development for school-wide Positive behavioral Interventions and Supports (PBIS).
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PBIS meeting minutes, agendas, lesson plans, calendars
Method for Monitoring Effectiveness	Monthly progress of monitoring data
Position/Role Responsible	PBIS Coaches, RESA PBIS Consultant, District PBIS Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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

Action Step	Create a mentoring team and mentoring system for newly hired teachers and teachers with less than 3 years of experience.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Observation logs, sign in sheets, agendas, attrition data, results from exit surveys
Method for Monitoring Effectiveness	Formative and/or summative assessment results, monthly progress of monitoring data, retention/recruitment of data review
Position/Role Responsible	Principal, Assistant Principal, Instructional Coaches, District Administrators
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

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

Action Step	To pay retention incentives to returning teachers.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Signed Contracts, Attrition Data, Results from Stay Interviews
Method for Monitoring Effectiveness	Retention Data Review
Position/Role Responsible	District Administrators
Evidence Based Indicator	Promising

Timeline for Implementation    Yearly

Does this action step support the selected equity intervention?    No

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

Action Step	To pay new teachers or administrators bonus once signed on to work for system.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Signed Contract
Method for Monitoring Effectiveness	Student Achievement Data
Position/Role Responsible	Superintendent, Associate Superintendent, Principals
Evidence Based Indicator	Promising

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

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

Action Step	To pay recruiting registration, fees, and travel.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Registration Receipts, Sign In Sheets from Job Fair, Resumes, Applications
Method for Monitoring Effectiveness	Recruitment and Retention Data
Position/Role Responsible	District Administrators, Principal
Evidence Based Indicator	Promising

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

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

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

#### Required Questions

#### Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>Clay County School District utilized surveys, evaluations, and just having conversations with all stakeholders involved. The planning process: a system-wide needs assessment, analysis of needs, setting goals, establishing objectives, planning activities to meet objectives, and identifying materials and resources linked to research. The process address components of equitable access to highly effective teachers and paras, equity in teacher experience, equity in teacher training to meet diverse needs of students, equity in class sizes, and recruitment and retention of highly effective teachers. The needs of all staff are identified and assessed through the system needs assessment survey-administered in the spring. Components of the survey include: self assessment inventory, PD needs, equity needs, teacher experience chart, Professional Qualification/In - Field status of staff, recruitment and retention data, and student achievement data. Parents and community partners also complete surveys giving their opinion of how to improve school operations. All stakeholders complete surveys at the end of professional learning sessions to provide ideas for adding, deleting or improving activities.</p> <p>There is always a coordination of Title IIA district activities (Professional Learning/Development) with other state, local and federal programs (Title IA, Title IVA, and IDEA) funds. If a new program is purchased with state or local funds and implemented district-wide, we will pay for the Professional Development from other funds (Title IA, Title IIA, Title IVA, and IDEA).</p> <p>The district coordinates general and federal funds to provide job-embedded professional learning (General funds, IDEA, Title I, Title II, Title III, and Title IV) for teachers through instructional coaches and consultants. Title I and general funds are used to hire instructional coaches. Title II and general funds are coordinated to provide support to induction teachers and leaders. Title I funds are also used to support family engagement activities to increase student achievement.</p>
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#### Serving Low Income and Minority Children

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 district constantly monitors and ensures that low-income and minority children are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. Analysis of academic data is used to ensure that low-income and minority children are progressing as well as cohorts. Although we are not always able to do this, the district makes every effort to hire teachers that are professionally qualified and have proven effectiveness with our population of students. All teachers participate in on-going professional learning to increase their effectiveness as a classroom teacher. Out-of-field teachers are required to create a plan to work to obtain in-field certification. Inexperienced teachers are provided more professional learning activities than experienced teachers.</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p>	<p>The district uses various data (LKES, GaLEADS, Georgia Milestones Assessment System, other achievement data, surveys, etc.) to identify the needs of staff and students. Professional development activities are prioritized from the Clay County Comprehensive LEA Improvement Plan, which is updated yearly. Description of activities, needs, objectives, evaluation, and budget information are included in the planning and implementation process. Assessment data is collected both formatively and summatively. Annually each Clay County School conduct a needs assessment of all personnel. Data is then compiled and priorities are identified. Schools conduct a self-assessment on their standing in the consolidated application process of goals and activities. The evaluation includes strategies implemented, data analysis of student and class results, instructional plans, monitoring progress of students and needs of students. The schools work with the system to develop/update their plans to coordinate all funding sources. Each school will assess the ability of its teachers to differentiate instruction based on the diverse needs of their students. A school and district roster or professional learning summary will be maintained of teachers who have participated in differentiation activities and workshops which may include but are not limited to English Language Arts, Writing, Reading, Math, Science, Social Studies, Georgia Standards of Excellence (GSE) training on differentiation, professional learning community/faculty study group work, etc. The ability to successfully differentiate instruction will be determined through observation and/or review of artifacts and will be noted on the system's formal teacher evaluation instrument, on walk-through checklists, and via other informal instruments by school or system leadership. A teacher's knowledge of differentiation may be further noted in MTSS meetings, grade and/or content meetings, and in other school improvement sessions. Evidence may be determined by artifacts such as samples of student work, variety of instructional methods, balanced assessment, performance tasks, grouping patterns, student mastery, etc.</p>
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Professional Growth Systems

	<p>Professional learning on differentiation will be tracked via the same mechanisms in place for tracking all professional learning in the system. All principals and assistant principals are evaluated using the Leader Keys Effectiveness System (LKES). The data from the LKES evaluations indicate the standards on which leaders' performed best and those that need improvement. We will continue to pilot the GaLEADS evaluation this year for our teachers. Title I schools have instructional coaches to assist teachers with professional learning and the use of best practices within the classrooms. Professional learning specialists meet with Teaching and Learning directors once a week. These meetings function as a way to better determine how school professional learning needs can be met and to provide leadership assistance and support to those providing job embedded professional learning. Effectiveness is measured by student scores, walk through observations, retention data, teacher evaluation data and professional learning community documentation. Data will be discussed in monthly leadership meetings, personnel conferences, and school based leadership team meetings.</p>
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PQ – Intent to Waive Certification

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

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> <li>1. for all teachers (except Special Education service areas in alignment with the student's IEP), or</li> <li>2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).</li> </ol> <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Clay County School District plans to waive certification for all teachers except Special Education and ESOL.</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>Clay County Certified Professional Qualifications: Holds a 4 year degree or higher in any subject from a (GaPSC) accepted accredited institution and Holds a Clearance Certificate. Certification will be waived for special education teachers only if they are issuing grades in the content area being taught.</p>
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State and Federally Identified Schools

State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>We currently have no state and/or federally identified schools. Clay County has two schools which serves grades K - 8. CCSD works with GaDOE and RESA for support. The district will continue to support the efforts of the school improvement plan in the areas of improving academic achievement and improving the school climate. The district provides additional support to these schools by alignment of school goals to the system goals to ensure that professional development will be provided in areas of assessed need for the schools. Both schools have master schedules which includes time for intervention to take place throughout the school day. Professional learning and assistance with data utilization to inform instructional decisions has been conducted. The district representatives are active participant in the Leadership Teams at these schools, attending at least one leadership team meeting a month. Central Office staff, in addition to the school leadership teams, monitor the implementation of interventions through the regular team meetings to report on the progress of the strategies and interventions. The district works with RESA to provide services to schools identified as needing support in our district. Title II , Part A funds will be prioritized to fund school initiatives. The funds will be prioritized to serve schools with the highest percentage of children living in poverty to implement comprehensive support and improvement activities and/or targeted support. The CCRPI data will also be used to further prioritize the schools so that schools most in need of support will get the needed support. The Title II A funds are primarily used to provide support to improve leaders and teachers effectiveness in schools. Teachers participate in research based professional development that enables them to deliver high quality instruction that will improve student academic achievement. Leaders participate in professional development that enables them to run effective schools. Some of the Title II A funds are used for mentors for new teachers and to provide retention incentives for effective administrators and teachers.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate,</p>	<p>The District works to enhance, develop, and sustain our STEM initiative by providing many engaging and hands on activities to all of our elementary and middle school students. With the support of the District, the students will be provided with opportunities to acquire the competencies required in today's workplace--such as critical thinking, collaboration, problem solving, innovation, teamwork, and communication. In the near future, the district is also looking to become STEM certificated. Our middle school was awarded the MS Computer Grant. We anticipate implementing a computer science course to lead to a pathway or career cluster in the high school. We also received an AVT grant for Middle School. We plan to continue to use funds to continue the AVT program.</p>
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CTAE Coordination

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

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>Clay County is making efforts to reduce the overuse of discipline practices that remove students from the classroom. We began this process by reviewing the discipline data in all schools, Clay County Elementary School and Clay County Middle School. We have since begun the process of becoming a PBIS school district. 2016-2017 was the installing year and PBIS teams have been established and a District Coordinator (DC) has been identified. The Team and the District Coordinator have participated in trainings at RESA . The DC works closely with RESA Specialists to provide additional training to the school level PBIS coaches who in turn meet with their school teams and other teachers. Each team member has a copy of The PBIS Team Handbook : Setting Expectations and Building Positive Behavior (Baker and Ryan, 2014) to use as a guide for implementation of PBIS. School level data is entered into the SWIS database and TEMS and analyzed monthly. The data helps to determine locations, time, days, and frequency of behavior infractions in order to allow schools to adequately make decisions. Teachers participate in professional learning centered around classroom management and behavioral intervention strategies. The district provides the opportunity and the cost of attending professional learning as well as materials and supplies needed to conduct professional learning.</p>
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4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>Clay County Schools ensure that students are college and career ready by making education relevant to student's future career choices. -Sixth and 7th grade students are oriented on how to use <a href="https://www.gafutures.org/">https://www.gafutures.org/</a>. Sixth and seventh graders are required to explore 3 careers of their choice. -Eighth grade students complete the career interest surveys and discuss about various careers. These students create a career plan. -Counselors work with 8th grade students on career plans and narrow the pathways of those careers to allow them to focus on a few goals through <a href="http://Georgiafuture.org">Georgiafuture.org</a> -Conducting a Career Fair yearly to expose students to show how work and education are related and expose students to the world of work. A majority of our high school students attend Randolph Clay High School since our district does not have a high school. The district-in partnership with Randolph Clay- participates in the following activities/programs to facilitate transition from high to postsecondary: -Collaboration with Albany Technical College on the following training areas: Culinary Arts, Law Enforcement, Early Childhood, Certified Nursing Assistant, and Automotive Climate Control. Students graduate with a certificate and become employable once the program is complete. Students participate in Albany Technical College's graduation. -Eligible students are enrolled in Move On When Ready Program at Albany Tech and take college courses while in high school.</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 Georgia Pre-K program is a lottery funded educational program for Georgia's four year olds, regardless of parental income, to prepare children for Kindergarten. The purpose of the Pre-K Program is school readiness and transition to Kindergarten for success in later school years. The Georgia preschooler is prepared in the areas of reading, math, art, science, social studies, and geography in a quality, creative, and playful environment. The Pre-K program will assure curriculum alignment for articulation with the regular school for a smooth transition for students going to kindergarten. Our program provides a full day of appropriate instructional services to students for the regular school calendar year and is housed at Clay County Elementary School. The district provides several support activities for students transitioning from pre- kindergarten to kindergarten: (1) Pre-k/Headstart staff prepares/trains parents on transitional activities to use to facilitate the transition from pre-k to kindergarten. Parents are also provided</p>
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Preschool Transition Plans

	<p>guidelines for telling them how kindergarten will be different from pre-k                  (2) Pre-k students visit kindergarten classrooms (3) Parents given appointment to register their child for kindergarten.</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>We no longer have a Title I targeted assistance school as of FY18. Nor do we have to provide any equitable services to any private schools. If we did have to serve a targeted group of students, we would utilize teacher recommendations, rubrics, achievement data, and past academic history to create a selection criteria to be used to identify the students needing to be served most.</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>In Clay County, the elementary and middle schools are Title I School-wide schools, therefore all students including other language and Migratory and homeless students begin receiving services. The purpose of a school-wide Title I program is to improve the educational programs at the school for all students. The goal of the program is to assist students in becoming proficient at meeting state academic standards, especially those who are farthest removed from it. The Title I Program in Clay County Schools is designed to provide instructional support to raise student achievement in the core content areas. Title I provides students opportunities for individualized, on one, or small group assistance in mastering basic and advanced skills. The Title I program supplements the regular program by providing remediation, reinforcement, and readiness assistance to students with identified weaknesses and skill deficiencies. Instructional strategies are designed to provide a high quality curriculum, which includes the Georgia Standards of excellence (GSE), system goals and objectives, and locally developed grade level standards. Each Title I school will use various resources to help participating students meet state performance standards. Support personnel: Para-professionals provide additional support in Title I schools. A school improvement specialist provides additional support to the elementary and middle schools, promise schools. Programs and instructional materials: Programs and instructional materials including software and other digital curricula, used to support reading and math instruction will be selected by the LEA and will provide explicit instructional strategies, a coordinated instructional sequence, ample practice opportunities, and alignment</p>
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Title I, Part A – Instructional Programs

	<p>with the comprehensive reading/math program. Intervention materials are evaluated annually to determine if the needs of the students are being met. Technology: Teachers seek to provide a variety of learning activities appropriate for identified students. Instructional strategies such as computer assisted instruction, audio-visuales, technological (I-Pads, laptops, classroom computer stations, computer labs) are used. Professional Development: Title I provides professional development materials for job-embedded professional development based on the needs of the school, teachers and students. No schools for neglected or delinquent students are located in Clay County.</p>
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p>	<p>Clay County School District (CCSD) sends the Occupational Survey home with all returning students and provide copies of the Occupational Survey for new enrolling students in the enrollment packet at the beginning of they year and throughout the year when a student enrolls for the first time. This is done in order to identify migrant students. CCSD shall provide timely transfer of school records when children transfer from one school to another. The Student Information System Coordinator and counselor are responsible for handling the transfer of records. The information includes immunization records and other requested health information. The Federal Program Director coordinates with the MEP Consortium at ABAC for service delivery. If migrant students are identified, a comprehensive needs assessment and delivery plan is developed. If migrant families move into the county, the district will ensure that pertinent school records including information on health are transferred when children move from Clay County Schools to another school district. Our district uses and promotes available interstate and intrastate services available through the state and national migrant education program, GaDOE, and other school agencies to include MSIX (National Migrant Student Information Exchange) in order to provide for education continuity and the timely exchange of records. The Associate Superintendent and SIS Coordinator will have access to MSIX and will be encouraged to search for students when enrolling students and updating information when migrant student by the GaDOE MEP Region 2 Office and/or the Federal Programs Director. The CCSD will coordinate with the GaDOE MEP Consortium from ABAC and with the GaDOE MEP Region 2 Office to serve migrant children (preschool and in- and out-of-school youth and drop-outs) and their families and assist in the endeavor.</p>
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Title I, Part C – Migrant Supplemental Support Services

<ol style="list-style-type: none"> <li>1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).</li> <li>2. Direct-funded LEAs describe:ul</li> <li>3. how the needs of preschool children and families are identified and how services are implemented and evaluated</li> </ol>	<p>Clay County School District works to ensure that the identified needs of migrant children (preschool, in-and out-of-school youth and drop-outs) and their families are addressed. Needs are identified by a variety of methods including, but not limited to, the registration process, teacher observation, school nurse, school counselor, attendance personnel, and migrant personnel provided by the migrant education agency. A system liaison makes contact with each migrant family to determine case-by case needs. Migrant students are evaluated academically like</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>during the regular school year and summer.</p> <p>4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.</p>	<p>other students in the school system to determine academic needs. All migrant students are eligible for Title I services and receive appropriate Title I services. Specific activities to address the needs of migratory families are provided. Such activities shall include informing children and families of, or helping such children and families gain access to other education, health, nutrition, and social services. In addition to local resources, the district will coordinate with the MEP Consortium Staff at Abraham Baldwin Agricultural College (ABAC) to provide services to eligible migrant participants, including preschool children, out-of-school youth and drop-outs and their families. The MEP Consortium Region 2 Office is located in Tifton, Georgia. A migratory Parent Advisory Council (PAC) program will be provided in conjunction with other Family Engagement Programs if needed. Parent outreach is provided in a language that is understood by the family if at all possible. DOE consultants are utilized when needed as well. Families are provided information on ESOL, special education, gifted, and other educational programs. Information on health, nutrition and social services is presented using materials from the migrant education agency. Presenters from local agencies such as, the Health Department, DFACS, and County Extension office may be involved. The district coordinator will work closely with the MEP Program Specialist to identify and meet the needs of migratory preschool children, out-of-school youth and drop-outs and their families. Once the students are found and identified, CCSD will work with the MEP Consortium Staff at ABAC to make referrals to Early Head Start, Head Start, Georgia PK, Day Care and GED programs.</p>
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## 4. REQUIRED QUESTIONS

### 4.5 IDEA

#### Required Questions

#### IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:          IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.          What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?          Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity</p>	<p>IDEA Performance Goal #1:Improve Graduation Outcomes for Students with Disabilities          Clay County School District (CCSD) strives to provide a quality education and ensure academic success for ALL students including our SWD population. CCSD students transition from our Middle School to neighboring counties for High School (Quitman County, Randolph-Clay). The 2023 four-year graduation rate for those schools were 87.5% and 75.4% respectively. There were too few students with disabilities to report in that subgroup. Despite the fact that students transition to schools outside of our district, it is incumbent upon the LEA to ensure that while students are enrolled in our district they are being prepared not just for the present grade level, but are being prepared for life after high school.          All teachers (including those serving SWDs) within the school district have/will received ongoing training on differentiation and the implementation of the newly adopted ELA and Math standards. Special Education teachers are currently in the process of completing LETRS training to ensure they are informed about the science of reading and evidenced-based instructional practices. Special education teachers attend collaborative planning during common planning time with general education teachers twice a week for 45 minutes each day to effectively co-teach. Students with disabilities receive supports throughout the tiers. CCSD will continue to utilize transition meetings with teachers, students, and parents to review academic progress, set goals, and update goals.          Students Transitioning from Babies Can't Wait to Clay County School District          1. Babies Can't Wait sends student's referral to Clay County School District SED.          2. The information is forwarded to the Preschool Disability Coordinator.          3. The Preschool Disability Coordinator conducts a transition conference. This process starts can take place as early as nine months but no later than 90 days prior to the student turning 3 years of age. The transition team includes parents/guardians, BCW Coordinator, district representative, and other persons as appropriate the attend the conference.          4. The team reviews the IFSP and other documents that pertain to the child's disability.          5. Preschool Disability Coordinator obtains the parent/guardian written consent to conduct a comprehensive evaluation.          6. The school district conducts a comprehensive evaluation.          7. An eligibility determination meeting is held. If the student qualifies, an IEP is developed.</p>
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IDEA Performance Goals:

	<p>8. The district implements the IEP on or before the student's 3rd birthday. The SED or designee does monitoring checks periodically to see if everything was completed and with fidelity. There is a due process checklist in which all case managers just fill out during their meetings and placed in file.</p> <p><b>Student Transition from Head Start to Pre-K</b>          Clay County School District has a close relationship with the local Head Start. Our Preschool Disabilities Coordinator serves students with disabilities that are in Head Start. Once screenings are done (DIAL-4 and DECA- P2) and results indicate a child may have delays (cognitive, social-emotional, communication, motor, etc.) and interventions are documented, Head Start teachers submit a referral packet to the Head Start Family Support Manager. After the report is reviewed by the Head Start Family Support Manager, it is given to our system's Preschool Disabilities Coordinator. She then contacts the parent and collects social history on the child and obtains parent consent for further evaluation.</p> <p><b>Student Transition from Pre-K to Elementary School or Elementary to Middle School</b>          During the annual review, the current general education teacher(s) and upcoming general education teacher(s) are invited to the meeting to help with the development of the new goals and to get and give insight on the student.</p> <p><b>Student Transition from Middle School to High School</b>          1. A transition plan is developed in 8th grade.          2. The student completes inventories to assess student interest. This information will assist the case manager with upcoming discussions of post-secondary options.          3. The case manager will begin to discuss possible post-secondary options for student before leaving middle school. During the annual review meeting, teachers and/or case managers, from the district in which the student will attend, will be invited to the meeting to participate.</p> <p>The district plans to explore the use of Pathful Explore. Pathful Explore is a 6-12 exploration and planning platform that prepares students for college and/or career. The program includes assessments to inventory students' interests and has over 3,000 professionally produced job shadowing and career advice videos.</p> <p><b>Transition from High/School to Post</b>          If Clay County School District served High School aged special needs students, we would do the following:          1. Provide training for differentiated instruction, encourage and ensure grade level collaboration (grade level planning, common planning time, PLCs), and continue to utilize transition meetings with teachers, students and parents to review academic progress, set goals and update goals.          2. The district will provide professional learning to staff and educational and academic support to students.          3. The SED would meet with vocational rehabilitation for students leaving the system with a focus on post-secondary transition.</p>
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IDEA Performance Goals:

	<p>Additionally, the Special Education Director or designee would contact each family of a student with a disability the winter after graduation to determine post-secondary student outcomes. This information would be reported to the GaDOE. The school team would coordinate with GVRA to explore transition options after high school. Data would be used to identify and provide transition supports for students.</p> <p>4. Provide Pre-Employment Services (Pre-ETS) and activities to students with disabilities.</p> <p>5. Assist with students in applying for Vocational Rehabilitation Services (VR).</p>
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<p>Describe how the district will meet the following IDEA performance goals:          IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities.          What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?          Include: LEA procedures Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>IDEA Performance Goal #2: Improving Services for Young Children (3-5) with Disabilities</p> <p>Clay County School District contracts to provide a Preschool Disabilities Coordinator (PDC). The coordinator provides early interventions and services as well as comprehensive evaluation services and direct instruction to SWDs 3-5. She serves as a liaison between Head Start and Pre-K.</p> <p>The PDC attends monthly SPED department meetings facilitated by the SED (Special Education Director). During these meetings, professional development is provided on such topics as Child Find, IEPs, Eligibility, Reevaluations, etc. Other services offered to students with disabilities include speech and/or language therapy, occupational therapy, physical therapy, transportation, and referral to other agencies, if necessary. Referrals are received from sources including, but not limited to Babies Can't Wait, parents, physicians, daycare providers, Pre-K teachers, Head Start and family. The Pre-K teacher and PDC attend applicable trainings provided by GaDOE or RESA. The PDC works closely with the local daycare and Head Start to ensure there is a seamless line of communication. Head Start students are screened. Students scoring at risk are referred to the PDC. The PDC contacts the parent to discuss screening results along with a discussion of any social-emotional or behavior concerns. She then explains to the parent that further testing may be needed to determine if there are any delays in development. Once parent consent is given for evaluation, the PDC administers tests. Parents and teachers complete the Developmental Profile-4 along with the Preschool Evaluation Scale-2nd Edition. The speech language pathologists conduct a more in-depth evaluation of communication skills.</p> <p>The district conducts Child Find for children ages 3-5 through a variety of means. An advertisement is placed in the local newspaper to let the community know about Child Find. Flyers are posted throughout the school, post office, doctor's office, public library, health department, daycare center and central office. District representatives offer the opportunity to meet with private school representatives annually to collaborate regarding services. Monitoring for Child Find is conducted by the Special Education Director and the Preschool Education Teacher. They work closely with local agencies (Babies Can't Wait, Head Start, etc.) to identify preschool-aged children on a monthly basis.</p>
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IDEA Performance Goals:

	<p>CCSD offers a full continuum of services and inclusion in classes with a mixture of SWDs and general education students. The curriculum used in the preschool special needs classroom helps prepare students for transition to the general education classroom.</p> <p>Staff participated in the GaDOE Language and Literacy Preschool Training led by staff from Georgia State University's Department of Early Childhood and Elementary Education. The session focused on a variety of methods to differentiate instruction for all children with a focus on intervention for students with characteristics of dyslexia. The special needs Pre-K class utilizes the Georgia Early Learning Standards (GELDS), Handwriting Without Tears and Really Great Reading's Launch Pad (phonological/phonemic awareness) to supplement instruction.</p>
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<p>Describe how the district will meet the following IDEA performance goals:          IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.          What specific activities align with how you are providing FAPE to children with disabilities?          Include: How teachers are trained on IEP/eligibility procedures and instructional practices          How LRE is ensured          The continuum of service options for all SWDs          How IEP accommodations/modifications are shared with teachers who are working with SWDs          Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>IDEA Performance Goal #3 Improve the Provision of a Free and Appropriate Public Education to Students with Disabilities</p> <p>Description of specific continuum of services offered by district for SWDs</p> <p>Clay County School District offers a continuum of services for students identified as eligible under State of Georgia Regulations for Special Education. Services are provided in a variety of settings. The following settings and programs are accessible to individuals with disabilities at CCSD.</p> <ol style="list-style-type: none"> <li>1. General education classroom with age-appropriate non-disabled peers with support from a paraprofessional The student remains in the regular education classroom with supplementary aids and services provided to the teacher and/or child to implement the IEP.</li> <li>2. General education classroom with direct services The student remains in the regular classroom with direct services from special education personnel on a consultative, collaborative, or coteaching basis.             <ul style="list-style-type: none"> <li>Consultative-Child with a disability receives direct service from the special education teacher in the regular education classroom, the amount of time determined by the IEP team.</li> <li>Collaborative-Child with a disability receives direct service from the special education teacher in the regular education for less than 100% of the segment.</li> <li>Coteaching-Child with a disability receives direct service from the special education teacher in the regular education for 100% of the segment each time this class meets.</li> </ul> </li> </ol> <p>A majority (over 85%) of students receive direct services in the regular education classroom via collaborative or co-teaching models.</p>
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IDEA Performance Goals:

	<p>3. Resource classroom Students receive instruction in the general education classroom for most of the day, but some time is spent in the resource room for specialized instruction in needed content areas based on the IEP.</p> <p>4. Self-contained classroom that is a smaller setting with fewer students. The students are taught by a certified special education teacher and paraprofessionals using specialized instruction and interventions to students with moderate to severe developmental, cognitive, or emotional issues. CCSD currently only serves 3 students in this placement setting.</p> <p>5. Home-Based Instruction- Consideration for Home-based instruction must be discussed with the Director of Special Education. It may be used as a short-term placement option on occasion when the parent and LEA agree at an IEP meeting along with the following considerations: -A free and appropriate public (FAPE) is provided and includes access to the general curriculum and an opportunity to make progress toward the goals and objectives included in the IEP; -Home-based services must be reviewed no less than quarterly by the IEP team; and All IEPs that require home-based placements will include a reintegration plan for return to the school setting.</p> <p>6. Hospital/Homebound (HHB) is designed to provide a continuity of services between the classroom and home for students in Georgia public schools whose medical needs do not allow them to attend school for a limited period of time.</p> <p>Students that are enrolled in our local Head Start Program and local daycare are provided services by our contracted Preschool Disabilities Coordinator. She goes to the Head Start facility and provides services. Pre-K and daycare students receive services as outlined in their IEPs onsite at our school in the PDC's classroom.</p> <p>Description of data utilized to address the present levels of performance in IEPs</p> <p>The following data is utilized to address the PLAAFP in order to determine appropriate education support services for students and develop suitable IEP goals and objectives:</p> <ul style="list-style-type: none"> <li>● Review student records Records may include health records, IFSP (Individual Service Plans) or other relevant records that would help provide a comprehensive picture of the student's academic and functional performance</li> <li>● Results from evaluations and assessments This objective data includes results from intellectual, academic, behavioral and adaptive</li> </ul>
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IDEA Performance Goals:

	<p>assessments, social/emotional rating scales, and observations as well as other relevant evaluations and assessments. This includes data from GMAS, Acadience, i-Ready, MAP Growth, HMH Growth Measure, benchmarks, etc.</p> <p>Data from support staff that includes data from teachers, speech therapists, OT/PT, social workers, etc.</p> <ul style="list-style-type: none"> <li>• Data from parents and students which is obtained through interviews to gather critical information about the students' background, interests, extracurricular activities that could impact the students' academic and functional performance. This also includes parents' concerns.</li> </ul> <p>Description of procedures to ensure appropriate LRE decisions by an IEP Team</p> <p>The following are procedures to ensure appropriate LRE decisions by an IEP Team implemented at CCSD:</p> <ol style="list-style-type: none"> <li>1. IEP Team reviews the child's progress (PLAAPF)</li> <li>2. Develops IEP goals (and objectives if needed) using deficits identified in the PLAAPF; develop transition plan if needed</li> <li>3. Consider supports and services needed to meet goals and setting</li> <li>4. Determine whether the goals or objectives can be taught in a regular education setting The team should always begin by considering how the goals should be met in the general education setting. The team should determine the educational services, related services, supplementary services, and assistive technology that are necessary for the child to remain in the general education setting.</li> <li>5. The IEP Team can consider placing outside of the regular education setting only when the IEP Team has evidence that even when the use of supplemental aids and services, education in the regular education classroom will not be successful.</li> <li>6. Determine alternative placement for goals and objectives that can not be taught in the regular education setting.</li> <li>7. Determine additional settings or activities that will provide opportunities for interaction with non-disabled peers.</li> <li>8. Review progress monitoring data specific to goals and objectives</li> </ol> <p>Placement is reconsidered at least annually by the IEP Team. IEP Team placement decisions are not based solely on the child's disability, the severity of the disability, placement options currently available, the availability of services, space availability, or administrative convenience.</p> <p>Description of how IEP accommodations/modifications are shared with teachers working with SWDs</p> <p>During the initial IEP development, at the meeting the team collaborates to identify the necessary accommodations and</p>
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IDEA Performance Goals:

	<p>modifications. These items are documented in the IEP.</p> <ul style="list-style-type: none"> <li>● SPED teachers have access to IEPs through the secured and confidential GO-IEP system.</li> <li>● Direct communication between SPED staff and general education teachers are held to discuss and review IEP accommodations and modifications. Meetings are usually held at the start of the school year and documented with sign-in sheets. Case managers review the accommodations and modifications during the meeting.</li> <li>● Ongoing communication such as email updates, collaborative planning meetings are used to keep teachers informed of any changes.</li> <li>● SPED teachers participate in co-planning sessions during collaborative planning to assist with the integration of accommodations and modifications into lesson plans and classroom activities</li> <li>● Regular check-ins are scheduled to monitor the implementation of accommodations and modifications and challenges are addressed.</li> </ul>
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<p>Describe how the district will meet the following IDEA performance goals:          IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.          How procedures and practices are implemented in your district to ensure overall compliance?          Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely &amp; accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>IDEA Performance Goal #4:Improve Compliance with State and Federal Laws and Regulations          The CCSD SED will monitor IEPs and observations to ensure compliance of all SPED regulations and procedures. A training will be held at the start of the school year will provide SPED teachers with expectations and guidance. Professional learning communities will occur monthly to review and discuss compliance requirements and any additional concerns. Custom reports from the Student Information System that assist with ongoing compliance and ensure timely and accurate reporting of student information. The special education department works collaboratively with the Student Information System Personnel to continually track student information and identify issues. The Special Education Director tracks on-going timelines and document submissions. Additionally, the supervision and or monitoring procedures include an IEP review process beginning with a case manager self-review of their IEPs, then a more formalized review process by district. After review, case managers will be provided with detailed feedback and provided with technical assistance opportunities through online modules and or face-to-face sessions to ensure compliance with state and federal laws. The Special Education Director attends the Federal Programs Conference, Regional Meetings, Collaborative Community Meetings and redeliver professional development or technical assistance provided the GADOE. Monthly SPED Department meetings are held with the Special Education Director. During the meetings, the Special Education Director redelivers professional development or provides technical assistance from Federal Programs Conference, G-CASE, or GLRS Collaborative Community meetings.</p>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

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

<p>A. Well-Rounded Activities (WR)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>Overarching Need #3.3/Action Step(s) #1 New Name/Description of Activity: To purchase instructional supplies (adjustable goals, drum stands, mallets, noteworthy rug, pickle balls and paddles, ultra sports pack, portable volleyball system, locking storage, gloves, tumbling mats) for students in art, music, band, physical education. Measurable Goal/Intended Outcome: Reviewing the master schedule to ensure connection classes are offered. Teacher observations will be conducted. Students will experience enriching activities during connection classes.</p> <p>Overarching Need #3.3/Action Step(s) #2 Continuing Name/Description of Activity: To pay for registration, travel, substitutes (during contract hours), and stipends (off contract) for Health and Physical Education, Music, STEM staff, Technology, and MTSS Coordinator to attend appropriate professional learning, trainings and workshops. Measurable Goal/Intended Outcome: Professional learning evaluation forms will be completed for each PL attended. Teacher/Staff observations will be conducted to see if training is being implemented in the classroom. The pay for registration, travel, substitutes, and stipends will afford staff members to attend trainings to hone their craft.</p>
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<p>B. Safe and Healthy (SH)-Climate/Culture Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>Overarching Need #3.2/Action Step(s) #1 New/Continuing Name/Description of Activity: To purchase and implement character education programs (7 Mindset) with fidelity throughout the school district. Measurable Goal/Intended Outcome: To decrease student behavior issues by reviewing lesson plans, discipline data, and surveys.</p> <p>Overarching Need #3.2/Action Step(s) #2 Continuing Name/Description of Activity: To pay for subscription for PBIS Rewards System and SWIS. Measurable Goal/Intended Outcome: To decrease student behavior issues by reviewing the SWIS data, discipline data, and surveys.</p> <p>Overarching Need #3.5/Action Step(s) #1  Continuing Name/Description of Activity: Continue implementation and</p>
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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>professional development for school-wide Positive Behavioral Interventions and Supports (PBIS).                  Measurable Goal/Intended Outcome: To review lesson plans, PBIS meeting minutes, and agendas to ensure PBIS and professional learning are occurring with fidelity.</p>
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<p>C. Effective Use of Technology (ET)-Professional Learning                  Provide: Overarching Need number/Action Step number(s)                  New or Continuing Name/Description of Activity                  Measurable Goal/Intended Outcome</p>	<p>NA</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>NA</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>We will continue to engage and consult stakeholders within the community through our collaborations with Chattahoochee Flint RESA and Family Connections, The Arts and Recreation Council, Albany Tech, school personnel, parents and students. During the meetings, we will always ensure we provide information pertaining to the programs implemented and ask for input when using the Title IV funds. Surveys will be provided for feedback and planned conversation with stakeholders, as well. We will also review any data collected to make changes to existing programs as needed.</p>
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Intervention Effective - Maintain Activities/Strategies with minor adjustments</p> <p>Equity Gap #1: Improve instructional practices in all core subjects areas.</p> <p>The data variable for this indicator is student achievement on state required assessments, and the equity intervention is the provision of targeted professional learning. The district implemented a comprehensive professional learning calendar for all staff to receive training and ongoing support in their content areas and continued to hire instructional coaches to provide job-embedded professional learning (Equity Gap #1). Professional Learning focused heavily on analysis of common assessment data and the use of data to inform instructional changes. This occurred two times a week during the scheduled collaborative planning time.</p> <p>FY24, we showed growth in grades 3-8 in ELA; Not Sure in Math; 5 in Science; and 8 in Social Studies. The district considers this to be an effective strategy, and intends to continue to implement this strategy in the coming school term to address Equity Gap #1. We also realize that there continues to be a need to concentrate more on our subgroup data.</p>
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Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

<p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Equity Gap #2: Expand positive support for students, teachers, and parents in the learning environment. Teacher Retention. Evaluate and monitor the working environment in support of a positive school climate. In FY24, we did have an elementary school teacher to leave the system. By the end of 2025, we retained all teachers in our elementary school and middle school. This means our retention rate will show a decrease.</p>
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<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Intervention Effective - Adjust Activities/Strategies</p>
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<p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Equity Gap #2 is geared towards student achievement and the support of the retention of effective teachers and school leaders. The data variable for this indicator is teacher retention rate, and the equity intervention is the provision of professional learning by means of the new teacher induction program and teachers having a mentor to lend their expertise to new or novice teachers. The support provided by the New Teacher Induction Program and the Special Project Director has improved our teacher retention rates. In FY22, the teacher retention rate was 83%. In FY23, the retention rate was 94%. In FY24, our teacher retention rate was 96%. The district considers this to be an effective strategy, and intends to continue to implement this strategy in the coming school term to address Equity Gap #2.</p>
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4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

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

Title I, Part A	No Participating Private Schools
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Title II, Part A	No Participating Private Schools
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Title III, Part A	No Participating Private Schools
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Title IV, Part A	No Participating Private Schools
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Title IV, Part B	No Participating Private Schools
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Title I, Part C	No Participating Private Schools
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IDEA 611 and 619	No Participating Private Schools
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