



Comprehensive Needs Assessment 2023 - 2024 District Report



Clarke County

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	DR ROBBIE HOOKER
Multiple Program(s)	Federal Programs Director	DR DONNA ELDER
Multiple Program(s)	Curriculum Director	DR JENNIFER SCOTT AND JENNIFER MARTIN
Multiple Program(s)	School Leader (#1)	All School Leaders (Principals)
Multiple Program(s)	School Leader (#2)	All School Leaders (Assistant Principals)
Multiple Program(s)	Teacher Representative (#1)	SHAWN SIMPSON
Multiple Program(s)	Teacher Representative (#2)	ERIKA DOUGLAS-GREENE
McKinney-Vento Homeless	Homeless Liaison	CHRYSTAL GILLIS
Neglected and Delinquent	N&D Coordinator	CHRYSTAL GILLIS
Rural	REAP Coordinator	N/A
Special Education	Special Education Director	JACINTA HENRY
Title I, Part A	Title I, Part A Director	DR. DONNA ELDER
Title I, Part A	Family Engagement Coordinator	ALEX BORGES
Title I, Part A - Foster Care	Foster Care Point of Contact	CHRYSTAL GILLIS
Title II, Part A	Title II, Part A Coordinator	DR DONNA ELDER
Title III	Title III Director	DR DAVID FORKER
Title IV, Part A	Title IV, Part A Director	DR DONNA ELDER
Title I, Part C	Migrant Coordinator	LEO COTLAR

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	DR JENNIFER SCOTT (Deputy Superintendent)
Multiple Program(s)	Testing Director	DR ROBERT EZEKIEL
Multiple Program(s)	Finance Director	DR ELIZABETH WHITAKER (interim)
Multiple Program(s)	Other Federal Programs Coordinators	JAMI WASHINGTON

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	CTAE Coordinator	DR TOMAS RAMIREZ
Multiple Program(s)	Student Support Personnel	TESSA BARBAZON
Multiple Program(s)	Principal Representatives	ALL PRINCIPALS
Multiple Program(s)	High School Counselor / Academic Counselor	CHRISTINA COTSAKAS-CORDON
Multiple Program(s)	Early Childhood or Head Start Coordinator	KAREN HIGGINBOTHAM
Multiple Program(s)	Teacher Representatives	MARINA DONEDA
Multiple Program(s)	ESOL Teacher	
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	CHRIS MOJOCK; CECILIA LOZADA
Multiple Program(s)	ESOL Coordinator	DR DAVID FORKER
21st CCLC	21st CCLC Program Director	DR ANDREA PHILLIPS
21st CCLC	21st CCLC Site Coordinator or Data Specialist	GARRY GRANT
Migrant	Preschool Teacher	ELIZABETH DUBBERLY
Special Education	Student Success Coach (SSIP)	JEROLEE OSCHACK
Title II, Part A	Human Resources Director	DR SELENA BLANEKENSHIP
Title II, Part A	Principal Supervisors	Dr. Jennifer Scott, Dr. Neil Crosslin, Dr. Kena Worthy
Title II, Part A	Professional Learning Coordinators	Dr. AMY PEACOCK
Title II, Part A	Bilingual Parent Liaisons	KATIE GREENWOOD
Title II, Part A	Professional Organizations	AMY ROARK
Title II, Part A	Civil Rights Organizations	
Title II, Part A	Board of Education Members	TIM DENSON
Title II, Part A	Local Elected/Government Officials	JOHN CULPEPPER
Title II, Part A	The General Public	JOSH PODVIN
Title III	Refugee Support Service Staff	N/A
Title III	Community Adult ESOL Providers	JODI WEBER
Title III	Representatives from Businesses Employing Non-English Speakers	HALEY MIRANDA
Title IV, Part A	Media Specialists/Librarians	GEORGE WEBBER
Title IV, Part A	Technology Experts	TAYLOR DUKE
Title IV, Part A	Faith-Based Community Leaders	OMAR CURRY

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)	KIAREIYAH PASCHAL; AZARIAH TAYLOR
Multiple Program(s)	Private School Officials	BETHANY CARTER, STEVE CUMMINGS, LIZZY FORD, NATHAN EDWARDS, ASHLI WALKER, STEPHANIE HOWE
Migrant	Out-of-School Youth and/or Drop-outs	LEO COTLAR
Title I, Part A	Parent Representatives of Title I Students	CHRIS WOODWARD
Title I, Part A - Foster Care	Local DFCS Contacts	MARY BARRETT YANCEY
Title II, Part A	Principals	LINDSEY CHATHAM, CARLETHA PEARSON, ALICESON NOBLES
Title II, Part A	Teachers	CONOR NAUGHTON
Title II, Part A	Paraprofessionals	KENNETH DAVIS
Title II, Part A	Specialized Instructional Support Personnel	TIFFANY STUDIVANT, MTSS COORDINATOR
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	ANNICE RITTER
Title III, Part A	Parents of English Learners	EVELYN RUSHING

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	
Multiple Program(s)	Technical, College, or University Personnel	JENNIE WELSH, GLISI
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	GRACE AYER
21st CCLC	21st CCLC Advisory Council Members	SORAIA FELGENHAUER
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	

Recommended and Additional Stakeholders

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

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	Through community sessions, advisory councils, and survey feedback, the Superintendent, Dr. Robbie Hooker and his cabinet heard from 1752 CCSD stakeholders about their current experiences and their ideas and feedback for improving the Clarke County School System. With the support of GLISI, the superintendent hosted four community listening sessions, facilitated seven advisory councils and launched a community survey and student survey, resulting in 840 community survey respondents and 690 student survey respondents.
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How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	The four community sessions held at Tuckston United Methodist Church, Cedar Shoals High School, Clarke Central High School, and the Athens-Clarke County Library hosted parents, caregivers, community leaders, teachers and students. A variety of questions and activities were used to understand and invite stakeholder input. Stakeholders engaged in small group conversations where they were able to interview one another and share notes from those interviews about perceptions of the Clarke County School District. Stakeholders reflected on the strengths of CCSD and areas of improvement, as well as local and national challenges affecting CCSD.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching

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

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations

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

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching

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

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals

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

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning

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

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers

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

Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives

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

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness

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

Leader Keys Effectiveness System- Standard

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<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>Between April 16th and May 5th of 2023, under the direction of the new Clarke County School District Superintendent, Dr. Robbie Hooker, CCSD stakeholders embarked on a journey to develop an district improvement plan that will serve as a guide to improve outcomes and remove barriers for the students and families of the Clarke County School District. Facilitated by GLISI, a total of 1752 CCSD stakeholders, including students, caregivers, educators, systems leaders, and community members engaged in four community listening sessions and seven advisory councils to elicit their ideas and feedback for improving the school system. During this time a community and student survey was launched resulting in 840 community members and 690 students responses. A variety of activities and questions prompts were used to give voice across stakeholders.</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>CCSD stakeholders reflected on the districts areas of strengths and areas that needed improvement. They provided insight into their beliefs about our community assets and the challenges they believe are affecting CCSD's efforts to provide all students with a world-class educational experience. The ideas that emerged from the analysis of the data includes strengths (Invested, dedicated, and caring teachers, strong leaders, skilled staff, the system commitment to: Meeting students' individual needs, authentic community engagement, a variety and growth in diverse educational opportunities (e.g. College & Career Academy, wrap around supports and whole-child focus, wellness and health supports with an emphasis on mental health, CCSD facilities, and the commitment to authentic diversity, equity and inclusion. Areas to improve include what's happening in classrooms and the need to provide more joy, more challenge, more hands-on. More authentic engagement with families with a standard of excellence for all. More collaborative and innovative culture that has teacher and student voice in change, is welcoming, with a consistent focus on continuous improvement. The need to address inequities (e.g. access) to whole child supports, mental and physical wellness, specialized staff and services. Creating schools schedules that limit learning disruptions (e.g. behavior), improve academic outcomes (e.g. literacy), and provide more effective district operations that are streamlined, strategic, coordinated. Stakeholders believe the CCSD community assets include: The diversity of our student body and community, which has adequate funding and resources, including community resources and parent supports. Strong partnerships with university and community organizations and the culture of Athens pride; with small-town care. Stakeholder believe our community values education and want to actively engage in the improvement of our schools. Finally, stakeholders provided insights into their beliefs and perceptions of how local and National</p>

	<p>challenges are affecting CCSD overall community wellness (mental health of students and caregivers), addiction and disconnected, teacher and leader retention, the perception of public education is declining across the state and nation as evidenced by the decline in CCSD enrollment, post-pandemic recovery efforts, and school safety concerns including bullying and gun violence.</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>Participation in supplemental, sports, clubs, and athletics, and special programs data was gathered and analyzed. Participation in school information meetings including Curriculum Nights, Advanced Placement Nights, FASFA Information and College Guidance Nights was evaluated. In addition, 2023 summer programming data, participation in districtwide initiatives, and specific program participation.</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>Our process data indicates students included in sub-groups (African American, Hispanic) are underrepresented in supplemental and extracurricular activities. To target the African American, Hispanic, student with disabilities, English learners, and Migrant subgroups, CCSD provided after-school and summer programming opportunities as well as transition programming and first-time-college students to give access to additional academic and social-emotional opportunities.</p> <p>The Early Learning Center provided summer PK transition programs for 28 PK students identified as at-risk based on their EOY PK academic and social development data. An additional 94 PreK students participated in a STEM summer programs. The Early Head Start summer programming provided 80 students with pre-literacy, numeracy and social emotional learning opportunities. The ELC also hosted 40 preschool special education students where they accessed individualized ESY services identified in their IEPs.</p> <p>To provide programming for rising KK-rising 8th graders a summer enrichment program was developed to provide access to underrepresented populations. Using student achievement, social-emotional, behavior and attendance data, CCSD served 939 rising KK-rising 8th graders in a 4-week summer STEM program. Teachers were trained to implement Project Invention program developed by the National Inventors Hall of Fame. Project Invention provides an equitable opportunity for at-risk students to access maker-space learning environments. The STEM summer program provided 16-days of inquiry-based learning opportunity where students applied the scientific method to create, test, revise, collaborate and present their unique products and processes. An additional 32 students were served through a sheltered model. These students were chosen based on enrollment status (=less than 18 mo. in US schools) and teacher recommendation. In addition, the 21st Century Program offered 180 seats rising 6th graders to participate in the STEM program.</p> <p>In collaboration with the University of Georgia and The University of North Georgia, CCSD offered the Innovate U (Empower youth to Innovate through</p>

	<p>Problem Solving) and SOAR (Student Opportunity Accelerated Readiness) programs on the college campuses. First generation college students from underrepresented subgroups were invited to participate in these partnerships. To support rising 9th graders successful transition to high-school, 74 rising 9th graders participated in a week-long transition camp at their respective high-schools. These students were identified by middle school counselors and teachers based on at-risk factors including achievement, attendance, and program participation. To support students who were not on track to graduate, CCSD's two traditional high schools (Cedar and Central) and the one non-traditional high school (Classic City) provided 345 current 9th-12th graders with credit recovery opportunities that included in-person and virtual course options.</p> <p>During the 2022-2023 school year CCSD offered supplemental after-school or Saturday school in eighteen of our twenty-one schools. BOY and MOY iReady diagnostic data were analyzed to identify students who demonstrated low-achievement, but high growth projections on reading and/or math diagnostics. During the 2022-2023 school year, elementary and middle school leadership teams used formative assessment data to offer targeted, academic supports before and after school, while the high-schools offered zero-period credit recovery options for students needing to access additional courses to be on-track for graduation with their 4-year or 5-year cohort.</p>
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What achievement data did you use?	<p>Spring 2023 GMAS results and iReady Diagnostic data was analyzed to find trends in student achievement data. This data presents opportunities change practices and close achievement gaps between the state and district average. We presently have upward of 70% achievement gaps between subgroups at some schools. Comparisons between white students and their brown and black peers were examined to identify specific gaps.</p>
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What does your achievement data tell you?	<p>GMAS and iReady Spring 2023 achievement data continues to show significant gaps between sub group populations (e.g., Black, SPED, Hispanic) as compared to their white peers.</p> <p>A review of 3rd-8th grade GMAS data found only 24% are proficient or distinguished learners in ELA and only 28.8% were proficient or distinguished in math.</p> <p>ELA Spring GMAS (3-8)</p> <p>Consider 26.6% of all students are proficient or above compared to only 5.7% of students with disabilities and 8.6% of English Learners. Only 7.8% of black students 25.3% of Hispanic students are proficient or above compared to 67.5% of their white peers. Compared to the previous year, black students decreased .07%, while Hispanic students dropped 3.8% compared to 2022 scores. White students increased 8.9% from 58.6% in 2022 to 67.5% in 2023.</p> <p>Math Spring GMAS (3-8)</p> <p>Consider 24.7% of all students are proficient or above compared to only 4.5% of students with disabilities and 25% of English Learners noting EL students</p>
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out performed all students. Only 11.9% of black students and 19.2% of Hispanic students are proficient or above compared to 44.8% of their white peers. Interestingly, all subgroups except black students remained the same (two-or-more races) or fell (white and Hispanic) with black students increasing 4% compared to the previous year.

iReady Reading EOY Data:

The spring 2023 EOY reading data show, 45.4% of K-8 students are reading on or above grade level.

Across 22-23 school year, K-2 students grew from 18% being on grade level to 61.2%. In addition, K-2 students reading on grade level is 6 points higher than Spring 2022, which indicates good growth in this cohort across the years.

Across 22-23 school year, K-8 students grew from 23.3% of students reading on grade level in the Fall of 2022 to to 45.4% by the end of the year.

iReady Reading EOY Subgroup Data:

Once we look deeper into subgroup data, the 2022-2023 EOY iReady Reading Diagnostic data begins to show the alarming discrepancy between white students are their peers. Specifically, 78.4% of K-8th grade white students are reading on or above grade level compared to only 30.6% of K-8th grade black students Although not as significant, this disparity is also evident when comparing the 40.1% of K-8th Hispanic students reading on or above grade level. Also notable, 40.2% of students with limited English proficiency are two or more grade levels behind in reading compared to 9% of white students and 39% of black students.

Across all subgroups 48.5% of 8th grade students are two or more grade levels behind in reading. Students with disabilities continue to lag behind all other subgroups in reading. The iReady EOY data shows only 19.3% of students with disabilities are reading on or above grade level with 58.2% of SWD's reading two or more grade levels behind their peers.

iReady Math EOY Data:

The spring 2023 EOY math data show, 42.7% of K-8 students are performing on or above grade level. Across 22-23 year, K-2 students grew from 11.1% being on grade level to 54.1%. In addition, K-2 students on grade level in math is almost 10 points higher than Spring 2022. Across 22-23 school year, K-8 students grew from 14.9% of students performing on or above grade level in the Fall of 2022 to 42.7% by the end of the year.

iReady Math EOY Subgroup Data:

The EOY math subgroup data tells a similar story as the reading data with white students out performing every other subgroup with 75% of white students in grades K-8 performing at or above grade level compared to 26.6% of black students, 41.1% of Hispanic students, and 50% of American Indian/Alaskan subgroups.

Also notable is the small gap between LEP and non-LEP students: 29.7% of students with limited English proficiency that are two or more grade levels behind in math compared to 24.4% of English speakers.

Across all subgroups 48.9% of 8th grade students are two or more grade levels behind in math. Students with disabilities continue to lag behind all other subgroups in math. The iReady EOY data shows only 18.2% of students with disabilities are performing on or above grade level in math with 54.2% of

	SWD's performing two or more grade levels behind.
What demographic data did you use?	We examined enrollment trends among subgroups. We analyzed programming data including special education, gifted, and ESOL programs. At high school level, we used dual enrollment and advanced content demographic data and college and career ready indicators to examine trends and patterns among student groups.
What does the demographic data tell you?	<p>The Clarke County School District serves a diverse population. Clarke County's largest demographic subgroup is economically disadvantaged. All 21 schools are considered school-wide Title I schools. Due to the high percentage of students living at or near poverty levels, federal funds are made available to supplement existing school programs. In CCSD, all students are eligible for Title IA funding to accelerate academic achievement to meet or exceed state and federal standards of performance.</p> <p>Overall district enrollment dropped almost 10% over the past 5 years from 13,600 students in 2018 to 12,340 students in 2022. While high school enrollment increased over this period, elementary school enrollment dropped at all grade levels from PreK to 5th grade. Middle school enrollment decreased slightly. The largest decreases were at PreK (-17%), Kindergarten (-16%), and 1st grade (-13%). Over the past 5 years, the population of Asian students in CCSD dropped by 34%, African American student population dropped by 10%, and the White student population dropped by 6%. Hispanic student enrollment increased by 1.3% over the same period. While the Special Education population remained stable, the number of students served for Limited English Proficiency increased by 35%.</p> <p>Black students represent the largest subgroup representing 48.1% of the total student population followed by Hispanic representing 25.4%, white representing 20.2% and multi-racial representing 4.6% of the student population. Students with disabilities accounted for 16.8% of population, while English Learners representing 6.3%.</p> <p>In terms of performance, CCSD is among the bottom one-third to bottom one-quarter of the 180 Georgia school districts. Only one-third of students were proficient on the Georgia Milestones assessments in ELA and Math. CCSD students lag behind state proficiency averages by an average of 10 points in all content areas. Racial achievement gaps, especially between African American and White students, across grade levels and subject areas, are double those of the state. Typically, CCSD African American students are 3.4-grade levels or more behind White students.</p> <p>Clarke County's 2022 graduation rate is 78.3% with a 4-year rate of 76.33% and a 5-year rate of 82.23%. In 2022, 43.05% of high school graduates earned Dual Enrollment credits, while 79.28% earned Advanced Placement credits. Only</p>

	22.5% of all CCSD students were proficient or distinguished in Coordinate Algebra with only 13.41% of black students, 28.52% of Hispanic students, and only 8.66% of students with disabilities scoring at level 3 or 4 on the EOC assessment.
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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>In October of 2022, Clarke County's new Superintendent, Dr. Robbie Hooker, provided a 100-day plan with a focus on the "student-experience". The first 100 days of Dr. Hooker's tenure included observations across classrooms and interviews with teachers, support staff, parents and students. His fact finding mission resulted in an action plan aligned to the Opportunity Myth. In January 2023, school and district leaders started to unpack the Opportunity Myth which examines the quality of a students' academic experience in school-and its effect on their long-term success. It challenges the false-premise that if they do everything they are expected to do in school, they will be successful. In our district and school based PLC's, school and district leaders explored the four constructs that are missing in most "opportunities" of our disadvantaged, underperforming students: 1) Consistent access to grade-appropriate assignments, 2) Strong instruction where students are thinking, questioning and make sense of the content, 3) Deep engagement in the learning process and 4) Educators who hold students to high-expectations and have a fundamental belief that all students can meet grade-level standards regardless of background or experience.</p> <p>To operationalize the 4 constructs, we first needed to see what our students see everyday in their classroom. Dr. Hooker challenged district level administrators, coordinators, content coaches, and support staff to spend a day in the life of a Clarke County student. For three-weeks in January, 70 district staff spent a full "shadowing" a student. Host students represented all grade levels, programs, and schools. District leaders were asked to assume the role of the student, not the role of an observer. They greeted their student upon arrival and shadowed their student in class, at lunch, and in the hallways. District leaders were asked to complete a reflection survey after they shadowed their student in the afternoon dismissal routine.</p> <p>After the shadowing experiences concluded, district leaders joined 6-10 colleagues in groups to participate in a debrief protocol to capture the trends and themes from the experience. The data confirmed Dr. Hooker's assertion: The reason the majority of students in Clarke County are performing well below grade level is because they do not have access to grade-level assignments, they are not experiencing strong instruction, which results in a lack of engagement. The low expectations and lack of access we (adults) are imposing on our students results in our students falling farther and farther as</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>they matriculate through our system.</p> <p>The challenging next step is to provide supports and build the capacity of our teachers to ensure students have access to instruction that asks them to think and engagement deeply with challenging materials in a learning environment that imposes high-expectations of all students.</p>
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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths:</p> <p>The Clarke County School District subscribes to a continuous improvement process at every school site to make decisions for the benefit of all students. This work is led by school site leaders as well as district staff, all of whom use data to create and implement School Improvement Plans. Every school must work from the plan that uses data analysis and create action steps to make targeted plans for student achievement. These plans serve as a road map on specific priorities and actions and specific goal indicators and metrics based on previous student test results. In the 2021-2022 school year the district implemented a Strategic Support Circle model, in which school leaders present to the Cabinet and district staff their data and plans as well as articulate support needed to reach their goals. This model continued in the 2022-2023 school year and will be further refined and adopted next year.</p> <p>At each school site, School Improvement Leadership Teams (SILT) meet at least once a month to discuss trends and current learner data to discuss academic needs. SILT meetings follow a clear agenda with identified objectives to ensure productivity and action steps all with the purpose of student proficiency and growth at the forefront. The data from the fall 2022 Staff Culture Survey shows that the statement "My principal encourages the use of data to make informed decisions to improve student performance" was the second most highly rated statement on the 39 question survey, with a 4.5 out of 5 average.</p> <p>In addition, the district utilizes Instructional Coaches at all school sites. SILT meetings and content planning are led by Instructional Coaches which provides an opportunity for those with expertise in content and re-delivery to grow as leaders. All Instructional Coaches participate in monthly PLCs to hone their content knowledge, facilitation and leadership skills. This model also ensures that the pipeline of potential Assistant Principals is robust. Through a review of EOY school data trends, the District and School</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>Improvement Leadership Teams participated in 2-day leadership retreat June 5-6, 2023 where summative student data, including behavior, attendance and achievement data was analyzed. The district leadership team provided capacity building to school teams in the school improvement process, including how to conduct a root cause analysis in order to better understand the identified priority areas for improvement. By clearly identifying the root cause schools are able to develop a plan of action to address which will lead to the desired outcomes. A professional development plan which is aligned to the improvement initiatives is developed to ensure teachers and leaders have the support needed to carry out the improvement plan.</p> <p>Through regularly scheduled school site visits the Executive Directors of Leadership Development observe classroom instruction, access to grade level/content, fidelity to professional learning community protocols, and school leadership teams capacity to reflect, revise and refocus the school improvement plan. These visits are followed by one on one coaching and feedback provided to the school leader as a means to build their capacity and effectiveness. School and district leaders have given special attention to the effective use of curriculum resources that offer all students access to grade-level content.</p> <p>The district recognizes that the foundation of student learning is high quality, on grade level resources and curriculum and strong instruction. In order for students to receive standards-based, all students must receive strong instruction which require students deeply engage in learning environments where high-expectations are set for all student, especially those below grade-level. Research-based resources and instructional practices must be implemented with fidelity. Leaders leveraged the expertise of the district's curriculum coordinators to conduct focus walks, develop professional learning and assist with grade level collaborative planning.</p> <p>Weaknesses:</p> <p>There are areas of improvement of effective leadership on which the district must focus. One, while the district has invested in high quality curriculum and resources, more than a third of teachers are in their induction phase. This means that instructional practices that ensure inclusiveness and student engagement have room for growth. Principals have noted that new teachers, as well as some veterans particularly at the secondary level, are hesitant to shift from a "lecture" style setting to a more engaging classroom in which students do the thinking and have time to grapple with material. Second, while there is a pipeline for assistant principals with an Instructional Coach at every school, there is not a strong pool of principal candidates. The district has historically experienced high turnover at the building level and the district has not always been able to fill those positions from internal/existing staff.</p> <p>In addition, it is critical that we ensure our black and brown students have consistent access to grade-level assignments by teachers that expect all students to engage in rigorous content is an urgent need to end the persistent gap in students achievement between white students and their black and brown peers.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths Formal set aside time for professional development is highly valued and prioritized at the district. All principals, assistant principals and instructional coaches participate in monthly Professional Learning Communities. These PLCs are carefully planned to promote collegiality, collaboration and learning while following a meaningful structure aimed at increasing student achievement. It is the expectation that all leaders participate in the content and take re-deliver the content at their schools. In addition, school counselors, family engagement specialists and other support teams participate in monthly professional development. District Executive Staff meet once a month throughout the year with the specific intention of promoting collaboration and leadership development.</p> <p>At the school site level, staff take part in collaborative team planning on a consistent basis. Grade level teams meet, content teams meet and the School Improvement Leadership Team meets at least once a month often more frequently. The foundation of these meetings is to engage everyone in data, content and modeling. It is the expectation that meetings follow a protocol to ensure effective collaboration and a system of continuous improvement. Teaching is a profession and new teachers in particular need time to develop their professional skills and the support from more seasoned teachers. In the past year, district leaders have focused on ensuring that new teachers in particular receive the resources and assistance they need to provide high quality instruction to all learners. This year's new teacher orientation program was spread out over the course of the summer and was customized to grade band and content level. The results of the Welcome and Kickoff session for all new teachers were overwhelmingly positive, with 100% of respondents indicating that what they learned from the session will apply to their work. To ensure that staff receive the support they need, especially in the induction phase of their career, CCSD utilizes a comprehensive Induction Framework that addresses the role of principals, instructional coaches, mentors and human resources in ensuring a smooth transition to CCSD for new teachers. All new teachers are also provided a mentor to help with induction. Mentors are provided with a checklist of items to cover with their mentee and a timeline to work through both the content and the reflection.</p> <p>Along with many other districts, we have seen a decrease in the number of qualified teaching candidates each year, and have hired a higher proportion of new, early career, and alternative certification route teachers in 2022/23 than previous years. For the 2022/23 school year, the Clarke County School District hired 197 teachers who were new to the school district. Of those, 107 were first year or alternative certification route teachers, and an additional 27 were induction phase teachers (teachers in their first 3 years).</p>

Strengths and Challenges Based on Trends and Patterns

	<p>For the 2023/24 CCSD facilitates an induction program for all teachers new to the district composed of 3 main instructional supports:</p> <p>Pillar I - Job Embedded Professional Learning: Learning activities designed and delivered by CCSD Instructional Coaches that align with new teacher needs at different phases of the year. These include traditional PL experiences, opportunities for data analysis, as well as individual and team coaching cycles.</p> <p>Pillar II - The Mentor/Mentee Relationship: Our mentors in CCSD will provide guidance, support and feedback on research-based practices, curriculum, classroom management, district initiatives, as well as what it means to be a professional teacher. Mentors will engage induction teachers through reflection and professional goal setting with the purpose of improving professional practices and retaining our teachers in CCSD.</p> <p>Pillar III - Professional Support Systems: Teaching is hard but meaningful work and it is easier when we are surrounded by communities of professionals. Through small group cohorts, optional PLC opportunities, and informal coaching new teachers will have opportunities to collaborate with other new and early career teachers as well as veteran CCSD educators and leaders.</p> <p>Mentors and other instructional leaders also support all teachers through targeted focus walks that are designed to give feedback on specific instructional practices and the implementation of district curriculum and school initiatives.</p> <p>Challenges</p> <p>Two gaps identified in our practice in the 2022/23 school year include a lack of support targeted specifically towards non-traditional and alternative certification route teachers as well as longitudinal support for induction phase teachers through their first three years instead of only in year 1. To address those challenges, our intent is to offer a 4 week "boot Camp" PL experience for all non-traditional and alternative certification route teachers and to begin building induction activities and experiences for year 2 induction teachers. In addition, while there are many well-planned learning opportunities for students, the selected programs are not always part of an intentional or formal process based either on an analyzed need or a previously articulated priority. There needs to be a better system of measuring the impact of the professional development for staff. For example, there needs to be further work to ensure the offering is relevant and can be applied in the staff's work of improving student outcomes.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>During the 2023 school year, all but one CCSD school have at least a full-time Family Engagement Specialist to connect teachers and each specific local school resources to families. Timothy Road Elementary is the only school with a part-time family engagement specialists, and this is due to The superintendent and his cabinet support the community schools' initiative and recognize the need for a full-time community school organizer to focus and implement the whole child model strategy to address the needs of the student as a whole and the needs that prevent students from succeeding in school. Prioritizing the collaboration with community organizations, family focus strategies and collaborative work among all stakeholders will support families which will result in a stronger, more effective and well rounded academic experience for our students. It is important to note that since the return to in-person instruction the number of students' absences, basic needs unmet, and a different view of what education should focus on has increased significantly. This directly impacts the way we address the whole needs of the students.</p>
<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Building a positive school experience where our students are valued and we are honoring their aspirations begins with changing adults in the building. We are working to create learning environments that meet the needs of students and staff both academically and socially and emotionally. During the 2022-2023 school year we supported the final cohort of PBIS schools. 2023 PBIS Recognition Outcome Data results include 17 Distinguished, 3 Operational and 1 Emerging.</p> <p>We continue to build the capacity of our school leaders to recognize and address equity gaps that exist in their building. From our district-shadowing data, we know there is variance in our student's access to grade-appropriate assignments, strong instruction, and adult expectation. Reducing the inconsistency across classes and school is critical to ensuring all students are college and career ready when they graduate from the Clarke County School District.</p> <p>Staffing challenges continue to be an area of concern. Special education teachers and paraprofessionals and secondary math positions are currently posted with signing incentives. Priority Schools with critical need areas may also have sign-on bonuses for various positions. Unlike years past, gifted, elementary grade teachers and support staff (counselors, academic interventionists, family engagement specialists) have multiple openings across schools. Our goal is to be fully staffed by July 2023 in order to provide a supportive learning environment where students are academically challenged in a safe environment. In addition to meeting critical staffing needs, building leaders need to be provided with ongoing support to create positive school climates for students and staff, as well as ensure district support is aligned to help meet the needs in schools and with staffing.</p>

Strengths and Challenges Based on Trends and Patterns

<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Located in Athens, Georgia, the Clarke County School District (CCSD) is a mid-sized urban district serving 12,500 students at 14 elementary schools, four middle schools, two traditional high schools, and one alternative high school. The district includes an Office of Early Learning, which oversees an additional 2 Early Learning Centers, and the Athens Community Career Academy (Career Academy), which serves high school students seeking career learning in selected pathways. CCSD is a high-poverty Title I school district, with a Community Eligibility Provision (CEP) designation, meaning that all students receive free breakfast and lunch. Nearly 15% of the student population are designated Students with Disabilities (SWD), and 16% of students are English Language Learners (16%). In 2021, the district had a 17% student mobility rate, which according to the Governor's Office of Student Achievement's 2021 Student Mobility Memo, is higher than both the state mean (12.6%) and the state median (12.2%). The CCSD student population is 45.8% African American, 26.3% Hispanic, 21% White, 5.2% Multi-Racial, and 1.4% Asian. Athens-Clarke County's poverty rate is at 30% which is double the national average. Poverty among African American families is almost at 50%, Hispanic families are at 45%, and White families have a poverty rate of 11%. Between 57.4%-63.5% of minority households do not earn a living wage. Children are disproportionately affected by poverty in Athens-Clarke County as 25.2 percent of the population under 18 years old lives in poverty, compared to 16.7 percent for the state as a whole. That equates to nearly 5,000 poor children in the community. Therefore, CCSD is purposeful in our collaboration and utilization of all grant and general funds for supporting academic achievement for all students to interrupt inter-generational poverty.</p> <p>The Georgia Department of Audits conducted single cost financial audits on ESSER ARPA III, CARES II, Homeless, IDEA, School Nutrition, Perkins, Title IA, Title IC Migrant, Title IIA, Title IIIA, Title IVA, Title IVB federal grants. Clarke County had zero findings.</p> <p>On March 31, 2023, GaDOE's Office of Financial Review and Consolidation of Funds Program Office issued Clarke County's Annual Consolidation of Funds Implementation Review Checklist where CCSD demonstrated alignment in all areas of implementation including the CLIP, Schoolwide Plan, Intent and Purpose Statements, Fund 150 Allocation Attachment, ConApp Budget and CPI.</p> <p>Challenges included the resignation of Clarke's CFO, Byron Schueneman, in April 2023. Dr. Elizabeth Whitaker, CPA, CFE is currently serving as Interim CFO. The BOE approved Chris Griner, CPA, as Clarke's next CFO. His tenure begins July 1, 2023. Even with this transition, CCSD was able to fully implement the RAMP model for allocating school staff, while also building the capacity of our building leaders to leverage staff allocations to the needs of the individual school. We continue to develop school leadership teams in their capacity to create master schedules that maximize instruction opportunities with ensuring scheduling maximizing FTE earning.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>CCSD acknowledges that at this time that our academic achievement data presents an urgency to adjust our instructional, allocation of funds, student support, and community engagement structures to close our students' achievement/opportunity gaps. Clarke County Schools continue to show a 70% achievement gap between subgroups. Our African American students are performing below their peers while White and Asian students are performing above the state average in all milestone assessments except three. We notice that we must be strategic in our professional learning, purchase research-based instructional materials, and hire the human resources to support our CCSD students.</p> <p>GMAS and iReady Spring 2023 achievement data continues to show significant gaps between sub group populations (e.g., Black, SPED, Hispanic) as compared to their white peers.</p> <p>A review of 3rd-8th grade GMAS data found only 24% are proficient or distinguished learners in ELA and only 28.8% were proficient or distinguished in math.</p> <p>ELA Spring GMAS (3-8) Consider 26.6% of all students are proficient or above compared to only 5.7% of students with disabilities and 8.6% of English Learners. Only 7.8% of black students 25.3% of Hispanic students are proficient or above compared to 67.5% of their white peers. Compared to the previous year, black students decreased .07%, while Hispanic students dropped 3.8% compared to 2022 scores. White students increased 8.9% from 58.6% in 2022 to 67.5% in 2023.</p> <p>Math Spring GMAS (3-8) Consider 24.7% of all students are proficient or above compared to only 4.5% of students with disabilities and 25% of English Learners noting EL students out performed all students. Only 11.9% of black students and 19.2% of Hispanic students are proficient or above compared to 44.8% of their white peers. Interestingly, all subgroups except black students remained the same (two-or-more races) or fell (white and Hispanic) with black students increasing 4% compared to the previous year.</p> <p>iReady Reading EOY Data: The spring 2023 EOY reading data show, 45.4% of K-8 students are reading on or above grade level. Across 22-23 school year, K-2 students grew from 18% being on grade level to 61.2%. In addition, K-2 students reading on grade level is 6 points higher than Spring 2022, which indicates good growth in this cohort across the years. Across 22-23 school year, K-8 students grew from 23.3% of students reading on grade level in the Fall of 2022 to to 45.4% by the end of the year.</p>

Strengths and Challenges Based on Trends and Patterns

	<p>iReady Reading EOY Subgroup Data: Once we look deeper into subgroup data, the 2022-2023 EOY iReady Reading Diagnostic data begins to show the alarming discrepancy between white students and their peers. Specifically, 78.4% of K-8th grade white students are reading on or above grade level compared to only 30.6% of K-8th grade black students. Although not as significant, this disparity is also evident when comparing the 40.1% of K-8th Hispanic students reading on or above grade level. Also notable, 40.2% of students with limited English proficiency are two or more grade levels behind in reading compared to 9% of white students and 39% of black students.</p> <p>Across all subgroups 48.5% of 8th grade students are two or more grade levels behind in reading. Students with disabilities continue to lag behind all other subgroups in reading. The iReady EOY data shows only 19.3% of students with disabilities are reading on or above grade level with 58.2% of SWD's reading two or more grade levels behind their peers.</p> <p>iReady Math EOY Data: The spring 2023 EOY math data show, 42.7% of K-8 students are performing on or above grade level. Across 22-23 year, K-2 students grew from 11.1% being on grade level to 54.1%. In addition, K-2 students on grade level in math is almost 10 points higher than Spring 2022. Across 22-23 school year, K-8 students grew from 14.9% of students performing on or above grade level in the Fall of 2022 to 42.7% by the end of the year.</p> <p>iReady Math EOY Subgroup Data: The EOY math subgroup data tells a similar story as the reading data with white students out performing every other subgroup with 75% of white students in grades K-8 performing at or above grade level compared to 26.6% of black students, 41.1% of Hispanic students, and 50% of American Indian/Alaskan subgroups.</p> <p>Also notable is the small gap between LEP and non-LEP students: 29.7% of students with limited English proficiency that are two or more grade levels behind in math compared to 24.4% of English speakers.</p> <p>Across all subgroups 48.9% of 8th grade students are two or more grade levels behind in math. Students with disabilities continue to lag behind all other subgroups in math. The iReady EOY data shows only 18.2% of students with disabilities are performing on or above grade level in math with 54.2% of SWD's performing two or more grade levels behind.</p>
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IDEA - Special Education

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

Strengths	<p>CCSD incorporates a monthly cycle of updating team leaders and principals to ensure our policies and procedures are in compliance with state and federal law. Technical assistance is provided in a variety of ways: team leader meetings, FBA/BIP training, IEP writing, timelines for teachers, LEA training, principal updates, LRE rubrics and ongoing evaluations of CCSD continuums. In reviewing achievement gap data, we identified the need to focus on direct reading instruction as well as high leverage practices. Professional learning continued during the FY23 school year. Special Education Coordinators and District Behavior Specialists will continue to progress monitor and support the implementation of these strategies. Monitoring of discipline specific data will continue. Early intervening resources and support will continue to be a focus for the district.</p>
Challenges	<p>A review of the data supports concern over the progress of students with disabilities specific to reading, writing and math. While the district special education team embraced a caseload approach to progress monitoring of students with disabilities. Subgroup data continues to show significant gaps in achievement. Another area of focus is the timely evaluations of students going through the process to determine if a student for special education. Student support services increased the number of psychologists positions, but we continue to have open positions as we enter FY24.</p> <p>Special Education is disproportionately impacted by staffing shortages. Although this is not unique to Clarke County, because of the high percentage of special education students, we require a larger portion of our teaching staff to have special education certification with skill-sets that are more specialized. As of June 2023 and weeks from the start of the 2023-2024 school year, we have 15 inner related and 6 adaptive special education teacher positions unfilled and a similar number of special education paraprofessional job openings. Special education students are performing well below their peers across content and grade levels will be further impacted by the persistent and consistent staffing shortages.</p>

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<p>As a consolidated school district, Clarke County benefits from the flexibility of combining Title IA, Title IA parent engagement, local and state funds to meet the specific academic and social-emotional needs of the students they serve. By aligning school funds to a school's overarching needs, our schools are able to meet their intent and purpose by making funding decision based on student achievement and school climate data.</p> <p>Across schools improvement plans our school leaders are focused on building the capacity of their teachers through professional learning. Elementary leadership teams are focused on the fidelity of implementation of new literacy curriculum resources which are aligned to the 5 components of reading, while our middle schools have focused on aligning math resources with the new math standards. Consolidated school funds are used to provide summer collaborative planning opportunities and offer targeted teacher training. school-wide Title I schools which provides us with the unique opportunity to impact all students in our schools.</p>
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Challenges	<p>The Office of Federal Programs collaborates with our school leaders to focus on the education investment and return of their Title I funds to align with their school targeted priorities, and achievement. Presently, a challenge will be information sharing about research-based purchases, professional learning, and focused priorities of their funds. The staff in the office are a year or less in experience with GaDOE standards and seek to rebrand the office as a clearing house of resources that are evidence-base and personalized and customized to each schools' needs. We are also using the direct certification % which will bring some schools out of Title I status over the next 2-3 years.</p>
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Title I, Part A - Foster Care

Strengths	<p>At this time a strength is the consistent team who supports are foster care program and their relationship with community partnerships and stakeholder groups supporting these students and foster families.</p>
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Challenges	<p>CCSD challenge as it relates to foster care is being notified consistently when a child from out side of our school district joins a CCSD family and reaching out to that family to ensure we are supporting them in preparing the child for their school.</p>
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Title I, Part A - Parent and Family Engagement

Strengths	<p>Strengths:</p> <p>Clarke County funds a full-time Family Engagement Specialist and a full-time Family Engagement Specialist (FES) is in place at every school except one. Our lowest poverty school employs a part-time family engagement specialist. The primary role of the FES in each building is to build, support and facilitate strong home-school connection, and ensure the families have multiple, ongoing opportunities to give input and actively participate in the education of their student. school and families To that end, our Family Engagement Specialist meet monthly to participate in a PLC to build their capacity to engage with families, build school staff knowledge and skills on how to engage meaningfully, and to ensure Title IA Family Engagement requirements are met and documented.</p> <p>The 2022-2023 school year was year two of the Clarke County School District and the partnership with Jamon H. Flowers, PhD. Dr. Flowers is a Clinical Assistant Professor in the Department of Lifelong Education, Administration and Policy at the University of Georgia. Dr. Flowers was the keynote speaker at the monthly FES PLC's. The focus of the PLC was to build the FES' capacity to make family engagement visible, building relationships, collaboration with stakeholders and how school FES' can lead professional learning opportunities that result in stronger partnerships between teachers and families.</p>
Challenges	<p>Challenges:</p> <p>Increasing family participation across all student subgroups continues to be a challenge. Creating opportunities to bring families to school and other family-focused community events is our focus.</p> <p>Ensuring our unsheltered families and families experiencing food-insecurity have available resources is key to ensuring our students are able to access and succeed in the classroom. Areas for continued growth is the partnerships with the United Way, Northeast Ga Food Bank, and working with our Communities in Schools partners.</p> <p>The Clarke County School district uses the Title I Crate online platform to document and monitor Title IA requirements. Training the FES to ensure compliance is an ongoing challenge. Monthly technical assistance by the Federal Programs Coordinator is provided during the FES PLC's, and individualized supports to schools with new FES and/or school leadership is ongoing.</p>

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	Clarke County School District SSPs and Regional Recruiter will contact prospective eligible migrant families and/or individuals through door-to-door recruitment efforts, visits to employment places, chicken plants, nurseries, egg farms, and conduct and analyze occupational surveys during school registration and throughout the entire school year and summer period, and through school and community referrals. COEs will be completed as needed. In order to accomplish this task, SSPs will design a flexible schedule that will accommodate contact with families who are potential candidates for the MEP. SSPs will be available to do home or work visits at different times of the day and on weekends. Identified current eligible migratory participants who currently reside in the district have strengths in ELA progress. 96% of MEP students in Clarke County met or exceeded 5% growth in Reading or English Language Arts according to data on file based on unit and iReady assessments.
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Challenges	Identified current eligible migratory participants who currently reside in the district have challenges in math progress. 9% of MEP students in Clarke County failed to meet or exceed 5% growth in Math according to data on file based on unit and iReady assessments.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	Strengths: Clarke County has significant partnerships in our community to support neglected and delinquent children ages 5-17. Students are able to access tutoring, technological devices, and counseling/community services, and transportation. In FY23, Clarke County supported 4 (neglected) students in collaboration with Innovative Living for Life, LLC. An internal stakeholder with a laser focus on the needs of this student population continues to have a positive impact on the students through his tutoring and mentoring support. It should be noted in FY23 Clarke did not identify delinquent children or youth.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Challenges	Ensuring the needs of all the educational and social emotional learning supports are accessed by identified students. Minimizing the impact of risk factors (mobility, separation from family members, and chronic absenteeism) on the student's educational experience is the challenge we prioritize when working with our neglected children and youth.
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Title II, Part A - Supporting Effective Instruction

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

Strengths	100% transfer of FY24 Title II, Part A funds."
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Challenges	100% transfer of FY24 Title II, Part A funds."
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Language Instruction for English Learners and Immigrant Students

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

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

Strengths	Strengths: Clarke County School District demonstrates instructional program strength in educating ELs and Immigrant students through focus on reliable and valid ESOL teaching standards aligned to WIDA ELP standards and content requirements. Strength of CCSD's English language program is demonstrated through English Language Development and English proficiency of students as measured by SY23 ACCESS scores in grades K-5. Specifically, approximately 37% of ELs made growth of 1.0 or more on the SY23 ACCESS 2.0 compared to SY22 ACCESS 2.0. In addition, approximately 11% of CCSD's ELs scored in the range of Exiting from EL Status according to GADOE/SEA requirements for Clear Exit and Reclassification Review for EL status based on CCSD/LEA determined exit criteria.
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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.

Challenges	<p>Challenges:The biggest challenge for Clarke County School District's Language Education Instructional Program was supporting ELs in High School. This is evidenced as 45% percent of CCSD's High School ELs made no or negative growth on SY23 ACCESS 2.0. This is compared to 33% of students in grades K-8 made made no or negative growth on SY23 ACCESS 2.0. This indicates a need for thorough and systematic instruction informed by SY23 ACCESS data for ELs with particular focus on support High school aged EL students with limited or interested formal educations (SLIFE). In order to provide students with more meaningful support, CCSD will work cross-functionally across local and federal programs to ensure ELs are provided with standards based instruction aligned to WIDA standards focused on content achievement and English Language proficiency. In addition, CCSD's Title III funded program will provide all ELs with increased access to content materials through access to computer based computer programs differentiated by grade level cluster (i.e. Elem, Mid, High) to supplement beyond the state funded ESOL program. This support will provide ELs meaningful supplemental access to content material and language which should support increased student achievement.</p>
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	<p>Great community partnerships and CCSD staff who collaborate with the child's best interest in mind. A majority of our students are able to maintain their school of origin. Homeless Education Program staff and community partners meet to strategically plan and implement actions of support for this vulnerable population of stakeholders. Activities and services supported by McKinney-Vento include tutoring, expedited evaluations, professional development for internal stakeholders, referrals for physical and mental health services, transportation, support with participation in school programs, access to before, after and summer programs, parent education and resources, coordination of services, clothing, school supplies and on-site counseling are examples of supports offered to unsheltered youth in 2023.</p>
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Challenges	<p>CCSD has a growing population of children and youth eligible for services and the protection of their educational rights. The coordination of transportation to ensure students are able to attend school regularly at their school of origin presents challenges that require strong partnerships and ongoing coordination. In FY23, 127 students were in hotels/motels, 245 were doubled-up with family, and 63 were living in shelters, transitional housing or awaiting foster care placement.</p> <p>During the 2022-2023 the attendance rate for unsheltered children and youth is 80.61% compared to 90.44% for their sheltered peers. It is critical we continue to partner with community resources to identify and implement innovative solutions to a persistent barrier to academic achievement.</p>
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Title IV, Part A - Student Support and Academic Enrichment

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

Strengths	Transfer of a 100% of FY23 Title IV Part A funds into Title I Part A.
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Challenges	Transfer of a 100% of FY23 Title IV Part A funds into Title I Part A.
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Title I,Part A - Equitable Access to Effective Educators

Strengths	<p>Strengths: Our HR office actively works to recruit at all times of the school year, but prioritizes the hiring of effective educators during the prime hiring season - January through May. We have worked to remove the barriers and timing issues that created delays in hiring and caused us to miss out on the most qualified and effective candidates. The HR department has worked to reduce the time it takes to hire candidates so that candidates are not lost once a candidate is identified. We also provided support on how to identify the best candidates through competency aligned interview questions. The HR department offered the opportunity for teachers to earn various endorsements for free to grow their skills as an educator. We also implemented a strong year 1 induction program for all teachers new to the Clarke County School District that started in the summer with instructional planning with District Content Coordinators and carried on through the year with assigned mentors and monthly and quarterly support from HR. We have aligned our signing bonus plan to incentivize qualified candidates to join our priority need schools.</p>
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Title I, Part A - Equitable Access to Effective Educators

Challenges	Challenges: Retention and recruitment challenges remain a significant obstacle in public education across the nation and Clarke County is no exception. The teacher shortage has created the need to invest more in recruitment efforts including using third party contractors for critical need areas like Special Education and World Languages. Retention is a challenge due to post COVID's Great Resignation and the difficulty of teaching where students have many social-emotional needs and significant academic gaps. We have sought to better understand the needs of the teacher by implementing a culture survey and exit survey that will help HR provide targeted, informed solutions to improve retention.
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Title V, Part B - Rural Education

Strengths	Not Applicable
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Challenges	Not Applicable
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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	Ensure all students are performing on or above grade level in reading and math.
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	1

Additional Considerations	
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Overarching Need # 2

Overarching Need	Ensure all students access strong instruction that requires deep engagement in grade-appropriate work.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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Overarching Need # 3

Overarching Need # 3

Overarching Need	Ensure high school seniors graduate college and career ready.
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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Overarching Need # 4

Overarching Need	Ensure an positive school environment where high expectations are set for all students.
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	4

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 - Ensure all students are performing on or above grade level in reading and math.

Root Cause # 1

Root Causes to be Addressed	Provide teachers with professional development to build their capacity to ensure access
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children 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 Others :

Additional Responses	
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Overarching Need - Ensure all students access strong instruction that requires deep engagement in grade-appropriate work.

Root Cause # 1

Root Causes to be Addressed	Provide students with a comprehensive school counseling plan focused on rigorous course selection, pathway selection and completion, and successful course completion
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Root Cause # 1

Impacted Programs	<p>IDEA - Special Education</p> <p>School and District Effectiveness</p> <p>Title I - Part A - Improving Academic Achievement of Disadvantaged</p> <p>Title I, Part A - Foster Care Program</p> <p>Title I, Part A - Parent and Family Engagement Program</p> <p>Title I, Part C - Education of Migratory Children</p> <p>Title I, Part D - Programs for Neglected or Delinquent Children</p> <p>Title III - Language Instruction for English Learners and Immigrant Students</p> <p>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program</p> <p>Others :</p>
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Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Provide high-quality, standard-based curriculum resources to all students; provide professional development for teachers
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	<p>IDEA - Special Education</p> <p>School and District Effectiveness</p> <p>Title I - Part A - Improving Academic Achievement of Disadvantaged</p> <p>Title I, Part A - Foster Care Program</p> <p>Title I, Part A - Parent and Family Engagement Program</p> <p>Title I, Part C - Education of Migratory Children</p> <p>Title I, Part D - Programs for Neglected or Delinquent Children</p> <p>Title III - Language Instruction for English Learners and Immigrant Students</p> <p>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program</p> <p>Others :</p>

Additional Responses	
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Overarching Need - Ensure high school seniors graduate college and career ready.

Root Cause # 1

Root Causes to be Addressed	Provide students with a comprehensive school counseling plan focused on rigorous course selection, pathway selection and completion, and successful course completion
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children 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 Others :

Additional Responses	
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Overarching Need - Ensure an positive school environment where high expectations are set for all students.

Root Cause # 1

Root Causes to be Addressed	Provide services to address the social, emotional, mental and behavior well-being of all students (e.g. wrap around supports, SEL curriculum, Restorative Practices)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children 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 Others :

Root Cause # 1

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Provide professional development to teachers on content, pedagogy, and student supports.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children 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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District Improvement Plan 2023 - 2024



Clarke County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

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

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Ensure all students are performing on or above grade level in reading and math.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Provide teachers with professional development to build their capacity to ensure access
Goal	By the end of the 2023-2024 school year, the percentage of 3rd-8th grade students scoring proficient or above will be 5% in ELA on 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
Grade Level Span(s)	3 4 5 6 7 8
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step # 1

Action Step	Provide targeted professional development for teachers K-8 on the 5 components of reading grounded in the science of reading research.
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Review of presentation materials, attendance rosters and feedback from teachers attending PD.
Method for Monitoring Effectiveness	Teacher observation data, Review diagnostic data IDI and lexile levels iReady BOY-MOY-EOY.
Position/Role Responsible	Exectutive Director of Teaching and Learning and Director of Professional Development.
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)?	John O'Conner - Literacy Consultant with <i>Increasing the Achievement of Students with Disabilities (and others who struggle)</i> will provide professional development to K-8 teachers and coach school principals.
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Ensure all students access strong instruction that requires deep engagement in grade-appropriate work.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Provide high-quality, standard-based curriculum resources to all students; provide professional development for teachers
Root Cause # 2	Provide students with a comprehensive school counseling plan focused on rigorous course selection, pathway selection and completion, and successful course completion
Goal	From FY23 to FY24 the number of students scoring proficient or above in math will increase by 5% in grades 3rd-8th.

Action Step # 1

Action Step	Provide professional development to teachers on the new Georgia math standards and the use of the WIDA English Language Development Standards to Inform planning and instruction.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title III, Part A IDEA Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Agendas, PD presentations, and materials, sign-in sheets.
Method for Monitoring Effectiveness	Teacher observations using FY24 Instructional Walkthrough form, math formative/progress monitoring scores, growth on FY24 ACCESS scores.
Position/Role Responsible	Executive Director of Teaching and Learning, Director of Professional Learning, Coordinator of ESOL and Title III.
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	NCTM-National Council of Teachers of Mathematics, NEGA 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	Ensure high school seniors graduate college and career ready.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Provide students with a comprehensive school counseling plan focused on rigorous course selection, pathway selection and completion, and successful course completion
Goal	Increase the percentage of 9th grade students on target to graduate with their four-year cohort by decreasing the number of students failing one or more courses during their freshman year.

Action Step # 1

Action Step	Implement DBI (data-based-intervention teams) to monitor 9th grade ABC's (academics, behavior, course/progress completion).
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Weekly site visits at each school
Method for Monitoring Effectiveness	Strategic Support Circles, Ga Milestones EOC and Interim Assessments, Discipline and attendance data.
Position/Role Responsible	Executive Directors of Leadership Development/Dr Neill Crosslin and Kena Worthy.
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly
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Action Step # 1

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

3.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Ensure an positive school environment where high expectations are set for all students.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Provide services to address the social, emotional, mental and behavior well-being of all students (e.g. wrap around supports, SEL curriculum, Restorative Practices)
Root Cause # 2	Provide professional development to teachers on content, pedagogy, and student supports.
Goal	All CCSD schools will receive a PBIS designation of operational or distinguished on the 2023-2024 Georgia PBIS designation.

Equity Gap

Equity Gap	Discipline OSS Identify Subgroups and grade level spans
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Content Area(s)	Other : SEL
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-9 Evaluate and monitor the working environment in support of a positive school climate

Action Step # 1

Action Step	Train and certify all staff in Positive Behavior Invention and Supports (PBIS)
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	School site visits, monthly trainings
Method for Monitoring Effectiveness	PBIS walkthrough rubric
Position/Role Responsible	Executive Director of Student Supports/Tessa Barbazon.
Evidence Based Indicator	Strong

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)?	Professional Learning offered through NEGA RESA and GADOE will work closely with these agencies to ensure progress towards PBIS operational designation.
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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>Stakeholder feedback was collected from individuals and groups including seven advisory councils, Local School Governance Teams, CCSD faculty and staff, 4-community listening sessions, and online student and community surveys.</p> <p>Stakeholder input is gathered and considered as an ongoing practice. Parents, students, faculty, staff and community members are invited to submit feedback through the CCSD website. Contact information across departments and schools are up to date and available on the CCSD website and through social media outlets including the Clarke County Facebook page and Instagram. Feedback was gathered, analyzed and considered as part of the continuous coordination of services.</p> <p>Feedback was taken into consideration, as the charter system application was available for public view, accompanied by an online survey and list of frequently asked questions, updated regularly. Interpreters were provided at input events. Major steps in the feedback process are described on page 30 of the Clarke County Charter System Application (5.24.2022). The district considers the Local School Governance Teams (LSGT) to be active members of the data-driven instructional culture through their decision-making, which is based on student performance data. LSGT members use resources to provide instructional support and are a key part of the data-driven culture and shared accountability in the broader CCSD community. The role of the LSGT members in our district improvement plan is clearly outlined in the Data Driven Culture document.</p> <p>Local School governance Teams with non-English speaking members provide interpreters at LSGT meetings. CCSD federal grant programs collaborate and work systemically with instructional and student services to braid resources where allowable to provide support for students who are economically disadvantaged (ED), EL, migratory, have disabilities, are unsheltered, in foster care, or who are served in institutions for neglected and delinquent children. CCSD is a member of the third cohort for consolidation of federal funds identified as "Fund 150" which supports our school-wide instructional programs through professional learning, collaborative planning, and social emotional learning resources/training. Fund 150 and Title III funds are used to provide materials, supplies and equipment to support instruction in literacy, numeracy and social emotional learning. When feasible and appropriate, materials are purchased in English and Spanish or other languages.</p> <p>Title I and Fund 150 support school improvement planning training, collaborative planning, literacy, numeracy and SEL intervention training, PBIS training, restorative practices training, school-leadership development training. The purpose of the training is to build the capacity of schools to develop and implement school improvement plans and to implement the</p>
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Coordination of Activities

	<p>curriculum effectively. Title III funds professional learning for principals, classroom teachers and ESOL teachers to improve instruction for English learners to acquire English and increase academic achievement.</p> <p>Title VI, B, and CEIS funds are used to fund a partnership with the University of Georgia to provide CCSD Behavior Specialists with training and supervisory hours as they pursue their Board Certified Behavior Analyst (BCBA) credentialing. Once credentialed, CCSD Behavior Specialists will provide professional development to other district and school-level staff in behavior analysis and evidenced-based practices that effectively support students with social and emotional behaviors that are impeding their progress in school. This partnership with UGA provides training to our school-based, non-certified behavior interventionists in strategies used by Registered Behavior Technicians to support students, as well. Additionally, although not directly related to professional development, the UGA partnership that is funded with Title VI, B, and CEIS, provides Certified Behavior Analysts to provide support and interventions to our students displaying the most at-risk behaviors.</p> <p>100% of FY24 Title II Part A and Title IV Part A funds will be transferred to Title I Part A supporting the initiatives described above.</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<p>The Division of Human Resources works with multiple agencies to recruit teachers through signing bonuses and partnerships with IHEs. Through professional learning and district communications school-based leadership and district leadership teams are provided guidance around ensuring that low-income and minority children are not assigned or scheduled continuously to teachers identified as ineffective, out of field, or inexperienced. Effectiveness data is analyzed to monitor teacher assignments to ensure low-income and minority students are not disproportionately assigned to ineffective, out of field or inexperienced teachers. The Human Resource Division provides school and district leaders guidance with equity reports to monitor teacher certification data that includes out of field and TKES data. This data is used by district and building leaders identify teachers needing support plans and as a tool to make equitable teacher assignments.</p> <p>CCSD is aware of the research that states that an ineffective teacher can have a major impact on a students academic achievement gap and widening instead of closing that gap. Our school leadership teams are supported in documenting instruction deficit areas of an ineffective teacher and guided in providing the ineffective teacher with specific feedback to correct their instructional practices. Job-embedded coaching by instructional coaches, professional learning by our curriculum coordinators and professional learning office provide teachers with the necessary structures and instructional strategies to be an effective teacher.</p> <p>Out of field teachers are limited from the perspective of our special education teachers must be certified, our CTAE teachers even though the only need a</p>
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Serving Low Income and Minority Children

	<p>clearance certificate still have an aligned work experience for the courses that they teach. All other teachers requirement of having a bachelor's degree reduces some grade spans in teaching out of field, but just needing to gain their certification.</p> <p>Principal supervisors support school-based leaders in organizing master schedules, homeroom assignments, and grade-level teams to address these variables. CCSD is addressing our percentage of inexperienced teachers by providing in school mentors, new teacher orientation/induction that targets the specific needs of a novice teacher to support their growth and commit to the education field. This support will provide an increased retention rate that supports us in reducing our rate of inexperienced teachers. Clarke County is an EPP (Educator Program Provider) which provides a clinical educator to provide opportunities for teacher to take the necessary coursework to receive gifted and/or ESOL certification at no cost to our employee. This additional training and certification is an effective action to increase the capacity of teachers, and serves as a retention strategy.</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>Building the professional capacity of teachers and leaders is an ongoing focus that includes multiple layers of support through mentoring, coaching cycles, and professional development. Along with many other districts, we have seen a decrease in the number of qualified teaching candidates each year, and have hired a higher proportion of new, early career, and alternative certification route teachers in 2022/23 than previous years. For the 2022/23 school year, the Clarke County School District hired 197 teachers who were new to the school district. Of those, 107 were first year or alternative certification route teachers, and an additional 27 were induction phase teachers (teachers in their first 3 years). For the 2023/24</p> <p>CCSD facilitates an induction program for all teachers new to the district composed of 3 main instructional supports:</p> <p>Pillar I - Job Embedded Professional Learning: Learning activities designed and delivered by CCSD Instructional Coaches that align with new teacher needs at different phases of the year. These include traditional PL experiences, opportunities for data analysis, as well as individual and team coaching cycles.</p> <p>Pillar II - The Mentor/Mentee Relationship: Our mentors in CCSD will provide guidance, support and feedback on research-based practices, curriculum, classroom management, district initiatives, as well as what it means to be a professional teacher. Mentors will engage induction teachers through reflection and professional goal-setting with the purpose of improving professional practices and retaining our teachers in CCSD.</p> <p>Pillar III - Professional Support Systems: Teaching is hard but meaningful work and it is easier when we are surrounded by communities of professionals. Through small group cohorts, optional PLC opportunities, and informal coaching new teachers will have opportunities to collaborate with other new</p>
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Professional Growth Systems

	<p>and early career teachers as well as veteran CCSD educators and leaders. Mentors and other instructional leaders also support all teachers through targeted focus walks that are designed to give feedback on specific instructional practices and the implementation of district curriculum and school initiatives. Beginning June 2023, CCSD offers a 4-week "boot Camp" PL experience for all non-traditional and alternative certification route teachers and to begin building induction activities and experiences for year 2 induction teachers.</p> <p>Actions to support the professional growth of school and district leadership:</p> <p>Dr Hooker and the instructional leadership team are committed to the professional growth of our educational leaders by providing opportunities to school leaders (building principals, assistant principals, instructional coaches, and teacher-leaders) and district leaders. Programming opportunities include Aspiring Principal Academy for existing APs, district-led professional learning communities where principals, assistant principals, and instructional coaches meet monthly to participate in job-embedded coaching and feedback cycles, content pedagogy, and leadership development PL.</p> <p>In July of 2023 CCSD sponsored the registration cost for principals, assistant principals, and instructional coaches to attend Summer GAEL. In September 2023, CCSD is covering the cost of one school leader from each building and the district's instructional leadership team to attend the Fall GACIS Conference in Athens, Georgia where John Hattie will be the keynote speaker. Additionally, we plan to cover the registration and travel cost for school leaders to attend Summer GAEL 2024. Dr. Hooker will convene our leadership retreat immediately following the closing of GAEL.</p> <p>Professional growth opportunities are also afforded to our district leaders. In FY24 our principal supervisors are participating in Aspiring Superintendent's Academy through ASSA. After completing the ASSA program last year, our Deputy Superintendent and Assistant Superintendent of Human Resources are members of a year-long cohort of aspiring superintendents through a national professional organization.</p>
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PQ – Intent to Waive Certification

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

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> 1. for all teachers (except Special Education service areas in alignment with the student's IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Based on CCSD certification waiver for all teachers (except Special Education general consultative or Special Education adapted consultative certification), we require our CTAE teachers to have a Clearance Certificate, and all other teachers are required to have a Bachelor's Degree, or be in their final semester of clinical experience in their undergraduate educator preparation program.</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>Based on CCSD certification waiver for all teachers (except Special Education general consultative or Special Education adapted consultative certification), we require our CTAE teachers to have a Clearance Certificate, and all other teachers are required to have a Bachelor's Degree, or be in their final semester of clinical experience in their undergraduate educator preparation program.</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>(1) At the end of the FY23 school year, Clarke County has two Promise Schools, Gaines Elementary and W.R.Coile Middle school, one Comprehensive Support and Improvement (CSI), Alps Road Elementary, and one Comprehensive Support and Improvement Alternative (CSI-A) Classic City High School.</p> <p>With the support from District Effectiveness Specialist, Barry Williams, and School Support Specialist, Holly Deal, Clarke County District Instructional Services Division is prioritizing the CSI and CSI-A schools in the allocation of resources, including additional supports from content coaches to work directly with Alps instructional coaches. Using the coaching cycle, the intensive support will build the capacity of the two novice coaches to provide real-time feedback and instructional modeling of research-based instructional strategies, specifically focusing on the fidelity of implementation of the new literacy resource (Foundations, Wit and Wisdom) which are grounded in the The National Reading Panel's five key concepts of effective reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Alps Road Elementary is holding a Summer Leadership Retreat for their school improvement team. District leaders will join the Alps instructional leaders, and Holly Deal (SIS) on July 17-18, 2023. Professional learning will include a deep dive into John Hattie's Visible Learning: Maximizing Impact On Learning, Building teacher-leaders who build strong PLC's. and Classroom vs office managed behavior.</p> <p>(2) All 21 schools are identified as school-wide Title I. In FY24 CCSD will consolidate Title IA with state and local funds (Fund 150). We will not consolidate SIG funds for CSI and promise schools. Clarke County will transfer 100% of Title II, Part A and Title IV Part A funds to Title I, Part A for the FY24 school year. We prioritize funds by collaborating with the school leadership to create a school improvement plan that is directly aligned with the needs assessment. Examples of this work include, hiring a second guidance counselor and an academic interventionist at Classic City High School. Gaines school will continue to improve instructional practices with focus walks conducted by members of the continuous improvement team (CIT). Coile Middle School leadership has worked with our Executive Director of Special Education and RESA to continue building special education teacher capacity implementing Wilson a tier 3 reading interventions with SWD's.</p>
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CTAE Coordination

CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>The Georgia Department of Education holds all school districts accountable for ten CTAE performance measures. These measures include graduation indicators, quality indicators, and academic performance indicators that include mathematics, literacy, and science. Each performance measure has benchmarks and targets to be met. All high school students that have completed at least two CTAE courses in a given pathway (defined as program concentrators) are included in the State Determined Performance Levels (SDPL) accountability system. The state's End of Course exams (EOCs) serve as the academic performance measures for CTAE students. As such, the CTAE department and the district places strong emphasis in ensuring that CTAE teachers are provided with professional development in the district's instructional framework to better equip them with effective strategies for delivery of instruction.</p> <p>For the start of the 2022-2023 school year, all teachers new to CCSO were provided with training during the New Teacher Orientation focused on our instructional framework and the support systems available to assist them in the implementation of the framework. All new CTAE teachers were provided with an overview of standards based instruction, a deeper understanding of how the Georgia curriculum standards drive teaching and learning for all students, and hands-on activity to engage teachers in instruction and instructional support for core academic content and CTAE courses.</p> <p>At the Athens Community Career Academy, a program which served approximately 350 high school students in CTAE, the district provided funds for the hiring of a second professional school counselor and the hiring of a full time special education teacher to better support the needs of all its students and the special education students. Carlyn Bland, the district's ELA Curriculum Coordinator for middle school and high schools, delivered professional development in literacy strategies to core academic and CTAE teachers.</p> <p>In regards to work-based learning, the work-based learning coordinator at Clarke Central High School became a full-time WBL coordinator for the 2022-2023 school year resulting in higher levels of support for CTAE students in WBL. For the 2023-2024 school year, the WBL coordinator at Cedar Shoals High School will also become a full time WBL coordinator.</p> <p>In regards to preparing students for the End of Pathway Assessment (EOPA), this year we started to administer pre-assessments to students in the second course of their pathways to better prepare them for the EOPA when they take it at the end of their third and final course of the pathway. Appropriate accommodations were provided for students with IEPs, 504s, and ESOL students.</p>
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CTAE Coordination

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

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	<p>The Clarke County School District has a Strategic Plan that includes a focus on adult practices. The plan emphasizes Equity as a foundation of all work in CCSD. Our Board of Education and Cabinet Administration recognize the trends of disproportionate suspension in CCSD. In order to promote equity and inclusion, CCSD proposes to enlist the system-wide proactive Restorative Practices (RP) in addition to the district wide PBIS initiative.</p> <p>The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and relationships. The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative, more productive and more likely to make positive changes in their behavior when those in positions of authority do things with them rather than to them or for them (Costello, Wachtel, and Wachtel, 2021) The goal for AY 2023-2024 is to implement Restorative Practices in every school and center, at every level. The three piloted schools from previous years will serve as the district models. Personnel previously working with Whit Davis ES, Clarke Middle School, and Clarke Central High School will serve as Leads RP Culture Coaches for the remaining schools as they emerge with an established RP Culture Buildout.</p> <p>District leaders, including Behavior Specialist and Behavior Coordinators, will become RP Culture Coaches that support various clusters of schools with the implementation of restorative practices. The Director of School Support Services will lead the district-wide implementation of Restorative Practices. Additions to the Code of Conduct (CoC) and the Administrator's Guide offer suggested infractions that could employ RP as a recommended consequence. Monthly meetings with school restorative practices coaches provide opportunity to monitor the number of RP requests suggested, the number of circles held, and the number of infractions per school and per grade level and provide ongoing professional development to the coaches.</p> <p>To reduce the overuse of discipline practices that remove students from the classroom, Clarke County will continue with the district-wide PBIS initiative where all 21 schools are implementing the research-based approach to problem-solving and preventing inappropriate behavior through teaching and reinforcing appropriate behaviors. The 2023-2024 goal is for all 21 schools to receive an operational or distinguished designation by the state. This requires progress monitoring of discipline practices to identify patterns among</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	teachers, times of day, location of events, etc. School PBIS coaches will continue to meet monthly with the Director of Counseling and District Behavior Coordinators who will provide technical assistance and on-site coaching to school teams.
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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>This year Clarke County focused on providing 6th grade and 9th grade transition programming that aligns with the GaDOE best practices and includes: school counselor classroom lessons that explain the new school structures, credits/academics/individual graduation planning (8th grade), on site, interactive visits to the new school environment, parent support events, and specialized tiered transition services as needed (IEP's, 504's, etc.).</p> <p>As a part of this transition programming, rising 9th grade students were able to learn about graduation planning and understanding how to select courses, and project course selection through individual graduation planning, and also completed an 8th Grade Exit Survey to capture high school readiness perception. A one-week transition camp was held at the two high schools where 150 rising 9th graders that were selected based on a rubric that included course completion, program participation, GMAS and behavior and attendance data. These students were able to participate in culture building activities, introductions to extra-curriculum and study skills classes.</p> <p>The Athens Career Academy also held a CTAE exploration camp to rising 9th graders who were recommended by their school counselors. These students were able to explore the career paths and participate in the onsite learning labs at the career academy.</p> <p>At the high school level, Clarke County provided a greater focus on post-secondary transition by running Post-Graduation Transition Support Program (PGTS), to ensure all graduates have support over the summer to prevent summer melt with support related to enrollment, financial aid, and more, as well as helping students that haven't finalized their post-secondary plans as of yet. The goal is that all graduates of the Clarke County School District will have a specific, intentional plan after graduation. The program also has employment support for students seeking a gap year/delayed enrollment, and also provides support to those students that are transitioning directly into the workforce with additional community resources and connections for independent living. The program is a collaboration with the Georgia College Advising Corps, and will work with local business and TCSG partner, Athens Technical College, for enrollment and employment opportunities for students. The program was developed based on the district wide Senior Exit Survey, which has an average 85% response rate across schools. Data will be collected to determine the rate of impact on post-secondary "melt" based on data from the National Clearinghouse's rates of matriculation from the previous school year, and totals of services provided and number of students that engaged in the program, and finally the number of graduates with a defined postsecondary plan.</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 Clarke County School District Early Head Start and Head Start program provides early educational and developmentally appropriate activities for children ages birth through four and pregnant women in Athens-Clarke County. The Office of Early Learning works to provide high quality center-based early learning and care to Early Head Start, Head Start children, Preschool Special Education, and Pre-Kindergarten children and provides child development instruction to families in a home-based environment.</p> <p>Staff members receive special training in the area of child development, early childhood education, transition planning, community resources, health, nutrition and program evaluation. Transition activities are held annually to prepare students and families for a successful transition to kindergarten including expectations as well as activities and resources to maintain previously acquired skills throughout the summer. Both IDEA and Federal Preschool Program funds are used to pay for salary and benefits for special education preschool teachers and special education paraprofessionals to provide services to students with disabilities ages 3-5. Teacher and paraprofessional training and materials are also purchased from these funds. The preschool special education program works collaboratively with Babies Can't Wait, an IDEA Part C program, to ensure a timely transition for students 0-3 years of age receiving services from Babies Can't Wait and transitioning into the public school program. Further, each student's individual education plan in the preschool special education program specifies the needed transition activities for school-age services for each student. The preschool special education team members spend time at the beginning of each year consulting with receiving teachers in the school-age classrooms in the district to ensure a smooth transition for each student.</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>This is not applicable to CCSD as all schools are Title I School-wide schools for the 2022-2023 school year.</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>All twenty-one Clarke County schools are identified as Title I schoolwide (14 elementary, 4 middle schools, 2 high schools, and 1 nontraditional school). Clarke County is part of the Consolidation of Funds Cohort 3. We consolidate Title IA funds with state and local funds to allow schools to make decisions based on a school improvement plan that is aligned to the needs of the individual school.</p> <p>CCSD is one of 49 Charter Systems in Georgia which provides flexibility in many of its operations. Following extensive community and school engagement, the district signed its second five-year Charter contract with the state Board of Education in the summer of 2022. The district charter grants the district and its school broad flexibility to operate free of many state mandates, and rules, and also requires that each school utilize the Local School Governance Team (LSGT) structure to make school-based decisions. One of the pillars of the district's Charter work is the Athens Community Career Academy, offering high school students pathways and certifications as part of their secondary education. Other pillars include high-quality birth-4 years services, comprehensive K-12 career exploration, parent involvement, system flexibility, positive behavior support, whole child strategies, and early college advancement opportunities.</p> <p>The 2022-2023 school year was year-one implementation of a new literacy curriculum resource aligned to the science of reading. Professional development, classroom observations and coaching cycles were used to support the fidelity of implementation. Teachers and leaders received year-long PL around the new Georgia Math Standards with a continued focus on fidelity of implementation of the math curriculum resources. The iReady diagnostic is administered three times per year to all K-8 students to measure growth. Secondary schools assess their content through unit and interim assessments.</p> <p>CCSD collaborates with Innovative Living For Life residential facility staff and the district's Homeless Education Program and Neglected and Delinquent Program Liaisons. The Director of Social Work and school-based teams regularly meet with stakeholders from those groups to assess needs which are addressed through the District Improvement Plan. There is ongoing communication between the N&D Liaison with the facilities and monitoring of tutors that support the eligible students.</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>Registration is centralized for all schools in the Clarke County School District (CCSD) at the Central Office in the Student Registration Center (SRC). During the registration process, all families enrolling children are asked to complete the Title I, Part C Occupational Survey -new students and back to school students, as well. Migrant Education Specialists maintain updated records of the names, addresses, and other pertinent contact information of eligible families. Surveys are completed and collected throughout all of the school year; SRC electronically shares them with the Migrant Education Program (MEP) staff. When a family moves out of the school district, CCSD Migrant staff members notify the new school district in a timely manner to assure continuity of services and submit any and all known pertinent information (health records, etc.) regarding the family's new residence; departure forms are completed and sent to the GaDOE Region 1 Migrant Education Program office for processing by data specialists; the same information is entered into the National Migrant Records Transfer System (MSIX). When migrant students transfer from another school district, MEP staff members communicate with school nurses to confirm the status of students' immunization records, and contact the family if any update is needed. Likewise, if Migrant Education staff members learn of any address or contact changes or learns that a family has moved out of the district without withdrawing their children from the school, they notify the children's school in a timely manner so that appropriate steps can be taken to remove the children from the district's student information system. If a family leaves the district and their destination is unknown, Migrant Education staff members follow up with MSIX and the school periodically to determine whether another district has requested record transfers. If so, that information is forwarded to the GaDOE Region 1 Migrant Education Program office so that recruiters in the new district can follow up with the family and assure continuity of services in their new school. Both Migrant Education Specialists in CCSD have access to the MSIX platform.</p>
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<p>1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).</p> <p>2. Direct-funded LEAs describe:</p> <ul style="list-style-type: none"> 3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer. 4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer. 	
	Revised 7/17/2023 and 7/27/2023
	<p>1. li dir="ltr"CCSD -through its Migrant Education Program and utilizing Title I part C funds and community partnerships- provides academic support services to unenrolled migratory preschool children, dropouts, and out-of-school youth during the regular school year. These services include preschool readiness skills delivered at home with parents or guardians' participation who are able to build the capacity to teach their children at any time; provision of school supplies and books; English Language instruction for dropouts, out-of-school youth and preschool children; and GED preparation classes. All OSYs who participate in the MEP will have a completed Profile and Student Services Plan. Supplemental Services Providers develop and execute Implementation Plans (IPs) for the preschool children and OSYs that support the needs of our MEP students through the goal of the Migrant Education Program. Progress is monitored with pre and post-data reviewed at the end of each IP to ensure that goals met support student success. Services provided will be documented in the MEP Supplemental Services tracking form.</p> <p>Clarke County does not provide services to Migratory Families during the summer through a specific MEP Implementation Plan, but it encourages Migrant students (enrolled and unenrolled) are encouraged to participate in Summer Programs such as 21st Century Community Learning Centers Summer Camps, 21st Century Community Learning Centers, 6th Grade Transition Camps, 9th Grade Transition Academy, and Credit Recovery through CCSD.~Furthermore,Migrant students (enrolled and unenrolled) will continue to seek the assistance from Region 1 Coordinator to assess the services received during the summer months and the support and services will be re-evaluated on a yearly basis for Migrant students.li dir="ltr"CCSD and SSPs will put families new to the school district in contact with agencies and organizations in the community that provide non-academic support services. MEP staff provide referrals to medical, vision, dental, and legal providers, and other agencies that help with dropout prevention, intervention support, and development of soft skills for job readiness -specifically for OSYs. Supplemental Services Providers constantly share information about important dates, events, and community resources available to eligible families in a number of ways including telephone calls, home visits, Parent Advisory Council local meetings (three/year), mailings, and during parent/school conferences; parent feedback is strongly encouraged. Migrant Education parents and OSYs are also encouraged to attend State and regional PAC meetings to give input at the state level and to meet and exchange experiences with other migrant families. Migrant Education Program staff attends local, state, and national professional development opportunities that encourage learning and foster positive school climates, and create safe and welcoming schools for migratory students and their families.</p>

Title I, Part C – Migrant Supplemental Support Services

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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: Description of your district's procedures Specific professional learning activities Plan to monitor implementation with fidelity</p>	<p>CCSD views graduation as a K-12 initiative. The District has implemented initiatives aimed at increasing the performance of students in the lowest quartile for academic achievement as well as behavior concerns. This focus will include many students identified with a disability. All schools are implementing best practices for school wide implementation of PBIS.</p> <p>The district is continuing to expand their focus on PBIS implementation which began 2019 with cohort one. Now with all 21 schools in cohorts one-three, Fidelity Checks through walk throughs will continue to be conducted throughout the year to monitor implementation. Data obtained through progress monitoring within the SWISS platform will continue to be reviewed as a means to inform practices designed to maximize the emotional learning and growth of our students.</p> <p>District Behavior Specialists and Special Education Coordinators will provide Mindset De-escalation to certified staff in the summer of 2023. This focus will continue with Zones of Regulation through the use of both materials and training as a priority for the next fiscal year. Targeted support will be provided to students based on outcomes of the social, emotional and behavioral screener. Additional observation data will be used as the district focuses on individual student support.</p> <p>Behavior Specialists will continue their focus on ensuring the FBA/BIP process is implemented with fidelity. Coaching and support of this work began in 2022/2023 and will continue through 2023-2024 school year. Team Leaders will be provided with updated information through a train the trainer model.</p> <p>The past two years have proven effective for ensuring special education teachers are included in curriculum roll out along with professional learning. This work will continue throughout the summer of 2023 and into the next school year as the district is adopting an ELA curriculum aligned to the science of reading. The intended outcome of this training is to ensure teachers are trained to access all appropriate resources as we work to reduce achievement gaps of our students.</p> <p>The district continues to provide training and access to modified standards-based grade level materials for all students served through an adapted curriculum classroom. These materials are aligned to our GSE as well as the standardized GAA 2.0, and offer rigorous instructional opportunities for our students with mild/moderate/severe intellectual disabilities.</p>
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IDEA Performance Goals:

	<p>The district expanded their continuum of services for students requiring more intensive academic and behavior support four years ago. These classrooms are still available for students eligible for special education services. A data review of students served through these programs demonstrated significant growth as the district works to provide intensive interventions through early intervening services and programs.</p> <p>REVISED 7/17/2023 All CCSD schools serve students in the interrelated program. A quadrant-based approach based on East and West zoning is used for lower incidence disabilities. Eight elementary schools serve students in adapted programs. Additionally, one elementary school and one middle school serve students in our COMPASS program regardless of their zoned home school. The COMPASS program provides academic and behavior support for students with more intensive behavioral needs. At the middle school level, two of the four middle schools serve students in the adapted program. Two middle schools, based on East and West zoning, serve students in the STRIVE program. The STRIVE program serves high-functioning students with extensive sensory needs, predominantly students identified with Autism. Both high schools serve students in the adapted program, and both high schools serve students in the STRIVE program. Students formerly served through our GNETS program are now being served at both high schools and one middle school. Finally, CCSD also has one elementary site and one middle school site serving students identified as DHH. High school students requiring DHH services attend in another county based on our RESA.</p> <p>Allocation of resources to support direct reading instruction continues to be a focus for CCSD. This targeted initiative began in 2019 and has equipped our schools with staff in all buildings trained to provide direct reading instruction to our most at risk learners. Annually the district provides training and materials to ensure schools are prepared to offer this intervention for the upcoming school years. The result is that every school has been equipped with a trained team able to meet students' reading instruction needs. This past year 14 teachers added dyslexia endorsements to their certification and 10 are currently working to obtain Tier 1 Wilson Reading Certification. By expanding the number of trained educators we are working to ensure all schools have teachers prepared with both training and materials to meet the diverse needs of students with disabilities.</p> <p>Even though CCSD is no longer an intensive SSIP district, all Middle and High Schools will continue to utilize the SSIP framework as we work to improve the graduation rate of SWDs. Attendance, behavior and course completion is monitored for all students with disabilities. Coordinators meet monthly with team leaders, behavior coordinators/specialists, social workers, counselors, and administrators to review this information and develop interventions as needed. This information is gathered from Campus documents and data provided by</p>
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IDEA Performance Goals:

	<p>the district Data Director. While this work has focussed on rising seniors in the past the district is exploring providing additional support with incoming high school students to help prepare them for a successful high school career.</p> <p>Team Leaders and selected Special Education Teachers have created a check in and check out system as we support students remaining in school and successfully graduating. Case managers have been tasked with monitoring ABC's for caseload students and keeping students and their families informed of their progress. The District's Graduation Rate will be used annually to monitor progress.</p> <p>One instructional focus continues to be the integration of professional learning from Teach Like a Champion and Uncommon Schools. Techniques outlined in this work will continue to be supported through professional learning, job embedded coaching and direct observation in classes taught by a certified special education teacher. This work has enhanced the focus on High Leverage Practices/Specially Designed Instruction from previous years. While this has been a district initiative, Special Education Coordinators and Behavior Specialists will continue to offer professional learning and targeted coaching to support the integration of these practices into the district's instructional culture.</p> <p>Post-secondary outcomes are supported by our vocational rehabilitation specialist who works in conjunction with special education coordinators, team leaders, and case managers. One of our high school's utilizes High School High Tech to support students' transition to post-secondary options. Both high schools have structures in place to continuously identify age appropriate students for vocational rehabilitation services as well as in-school opportunities for job exploration. A new course, High School Transition, is also now being offered as a direct service for students needing additional support in preparation for post secondary transitions. In addition to this focus on post secondary outcomes, the district is working to expand the work done this year by our Transition Specialist. This individual will support students enrolled at the secondary level as we work to transition them to post-secondary settings.</p> <p>Progress Monitoring The Special Education Director will monitor the fidelity interventions purchased with Special Education Funds through a quarterly review of student academic achievement data as measured by iReady assessments and a review of student' progress related to course completion/credits earned.</p> <p>Branching Minds will be used to ensure goals and objectives written into students' IEPs are monitored with fidelity allowing quarterly progress reports to provide meaningful data driven information used to inform instruction.</p> <p>Goal Book and Fast IEP are being offered to all special education teachers as a way to ensure every student's IEP has grade aligned goals with appropriate</p>
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IDEA Performance Goals:

	<p>progress monitoring tools to provide timely and meaningful feedback to parents. This information will also allow caseload managers to ensure the Present Level of Performance written for all students served with an IEP is robust and provides a clear understanding of the student's strengths and weaknesses.</p> <p>Special Education Coordinators will hold monthly meetings with team leaders and administrators to review attendance, behavior and course completion. Additionally, Coordinators participate in scheduled monthly classroom observations intended to monitor the implementation of SDI and HLPs. Each teacher receives specific feedback following the observation with the intention of improving teacher instructional practices.</p> <p>Professional Learning The district has created a systemic training platform to ensure all PK-8 schools have individuals equipped to provide Wilson/Foundations Reading Instruction. This training occurs twice a year. In addition, teachers are provided with job embedded coaching to support the role of case managers regarding progress being made towards high school graduation and grade level promotion. Instructional Coaches as well as Team Leaders receive annual SDI/HLP training to design quality, engaging lessons and support teachers as they implement these research based instructional practices. Behavior Specialists provide an expanded range of professional development designed to support both Tier 1 strategies as well as more targeted, intensive professional development.</p> <p>REVISED 7/17/2023 CCSD's Transition Specialist provides comprehensive transition planning professional learning at the beginning of the second semester and as requested by building middle and high school team leaders. This training includes protocols for identifying students' areas of interest/competency, the development of the transition plan in SLDS, communication with families, opportunities for employment skill development, and the potential for post-secondary education. Transition plans are reviewed by both the transition specialist and special education coordinators on an ongoing basis, and feedback is shared with case managers as needed.</p> <p>Technical Assistance The Special Education Director and Special Education Coordinators provide technical assistance to schools and teachers as they work directly with schools.</p>
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IDEA Performance Goals:

<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>Clarke County continues to offer a full-day program for all students age eligible to enroll in Pre-K that were identified as students with disabilities. In addition, we created a rubric using GELDS as a guiding source to help inform teams regarding age-appropriate services. This framework allows teams to provide more applicable services based on individual student needs. Students who meet the eligibility criteria for Head Start have full access to collaborative settings ensuring exposure to non-disabled peers when appropriate. Over the past two years, the district has worked to place Pre-K classrooms at locations in addition to OEL. Moving forward, 93% of all elementary schools will offer Pre-K services to identified students. We have committed significant additional resources and staff including outside agency partnerships to ensure our early intervening services are available to meet the needs of our youngest learners.</p> <p>Professional Learning for Interventions The district has created a systemic training platform to ensure all teachers working with 3-5 year olds are equipped with Foundations Reading Instruction training. Circle of Security Training is provided on an annual basis to help equip teachers with an understanding of how attachment disorders impact students' behaviors. GELDS specific training is provided to ensure teachers are aware of developmental milestones.</p> <p>Support for screeners and interventions DIAL-4 (Developmental Indicators for the Assessment of Learning) is used as part of the Child Find Process. In addition, training is provided to ensure our staff is equipped to administer the BDI (Battelle Developmental Inventory) as part of this process. Foundations training will be provided to all PreK teachers. As this program is implemented, progress monitoring will occur by the Special Education Coordinator assigned to Office of Early Learning (OEL).</p> <p>Transitioning from Preschool The DP3 (Developmental Profile 3) and a local PK screener is used to support the process of transitioning from Pre Kindergarten to Kindergarten. The IEP team meets during the spring to determine the appropriate placement for our students as they transition to Kindergarten.</p> <p>Outside Agencies Support CCSD partners with Babies Can't Wait to ensure a transition from community agencies to school enrollment. At times Community Based Instruction is provided for students at daycares and in their home setting. CCSD works collaboratively with Head Start and Early Head Start to provide services to students with disabilities with a regular education setting. These services are located at the Office of Early Learning.</p> <p>Advertising Child Find Annual Child Find Notification is provided to all principals on an annual basis. In addition flyers are distributed throughout the community and posted</p>
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IDEA Performance Goals:

	<p>throughout the district. Information is also posted on the CCSD website. Child Find for younger children is conducted on a monthly basis.</p> <p>Current Procedures to improve services for children 3-5 The Preschool Special Education team reviews the annual Child Outcomes Summary data to help guide the focus for the next year. Department meetings are held to review ongoing data which provides the focus for improving childhood outcomes.</p> <p>Staff designated to support 3-5 A special education coordinator has been assigned to work specifically with the Office of Early Learning serving our three and four year old students. Fifteen teachers and twenty paraprofessionals have been assigned to support the implementation of services for identified students with disabilities. A school psychologist and speech language pathologist are also assigned to support students enrolled at the Office of Early Learning.</p> <p>Activities monitored by Director to monitor Fidelity The Special Education Director meets monthly with staff assigned to the Office of Early Learning to review programming and progress specific to students ages 3-5 who are served in the program. Child Find evaluation numbers as well as students currently served are monitored frequently. Compliance timelines are also monitored by the team serving these students (Director of Special Education, Coordinator, School Psychologist). Reflective practices have been in progress as we work to improve issues related to not meeting these timelines.</p> <p>Technical Assistance The Special Education Director and Special Education Coordinator assigned to OEL provide technical assistance to teachers working with children ages 3-5.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum</p>	<p>Continuum of services We continuously utilize data to inform decisions regarding student programs and placements available to students with disabilities in Clarke County. We facilitate a partnership with all stakeholders to ensure decisions reflect appropriate placements and services. CCSD has expanded opportunities for students with disabilities by offering additional in-district placement options to meet a wider range of individual needs.</p> <p>Revised 7/17/2023 All CCSD schools serve students in the interrelated program. A quadrant-based approach based on East and West zoning is used for lower</p>
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IDEA Performance Goals:

<p>of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>incidence disabilities. Eight elementary schools serve students in adapted programs. Additionally, one elementary school and one middle school serve students in our COMPASS program regardless of their zoned home school. The COMPASS program provides academic and behavior support for students with more intensive behavioral needs. At the middle school level, two of the four middle schools serve students in the adapted program. Two middle schools, based on East and West zoning, serve students in the STRIVE program. The STRIVE program serves high-functioning students with extensive sensory needs, predominantly students identified with Autism. Both high schools serve students in the adapted program, and both high schools serve students in the STRIVE program. Students formerly served through our GNETS program are now being served at both high schools and one middle school. Finally, CCSD also has one elementary site and one middle school site serving students identified as DHH. High school students requiring DHH services attend in another county based on our RESA.</p> <p>Students in CCSD with disabilities are able to access grade level standards through the following models: paraprofessional supportive instruction, collaborative instruction, co-taught instruction, and small group instruction for interrelated and adapted content. The district has worked to expand opportunities over the past two years to provide students with more significant academic and emotional needs access to a small group setting aimed at providing a free and appropriate education to students in the district. In the past, students who required this level of support would have been referred to a GNETS facility or would not have had access to a setting appropriate to provide intensive academic instruction.</p> <p>CCSD has worked to provide opportunities for students who are accessing modified grade level standards. The district has worked to provide a continuum of services through this model as well. A partnership with the University of Georgia provides students who are identified with autism, who also experience behavior problems, access to a setting where highly qualified educators provide necessary support to decrease behavior concerns while increasing progress on students' individual goals and objectives.</p> <p>The Special Education Director and Special Education Coordinators provide ongoing support through monthly Team Leader meetings to ensure understanding of the district's continuum of services, understanding how to access these services, and updating protocols as needed to address any changes in student's services. Team Leaders have worked in collaboration with district staff to create staffing rubrics to help guide IEP teams to make informed, data based decisions. These rubrics are intended to ensure the continuum of services is explored in a consistent manner for all students. District policy requires that any discussion regarding a student's movement along the continuum include the Special Education Coordinator as an IEP team member.</p> <p>Sharing Accommodations</p>
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IDEA Performance Goals:

	<p>All case managers are required to share accommodations and/or modifications with any teacher who serves the case manager's caseload students. This process is outlined in the Case Manager Beginning of the Year (BOY) checklist. Additionally, all case managers are required to complete an electronic Verification Form which includes the verification of this component as well as other BOY and IEP compliance items.</p> <p>How do we utilize the data from various programs to support FAPE IEP teams utilize multiple sources of data to determine individual student's needs and the provision of FAPE. These data sources can include standardized test results, summative results, surveys, and district-based assessments as well as various forms of qualitative data including observations, anecdotal reports, and parent reports/student self-reports. IEP teams consider all available information including a student's strengths and challenges when determining appropriate educational supports and services.</p> <p>Identification of parent resources and trainings CCSD utilizes a Parent Mentor to provide support and training to parents of students with disabilities. This training occurs through the P2P Partnership. The district's Parent Mentor has been assigned a caseload of students (20) and is working to provide targeted support to these families as we work to ensure parents have access to resources and information they need to help their child be successful. In addition, the district hosts two Town Hall Nights intended to provide both resources and an opportunity for parent feedback specific to our district's program for students with disabilities.</p> <p>Training teachers on IEP and Eligibility procedures Annually, new teachers receive professional development for writing IEPs and using SLDS GO IEP. Training for IEP writing and procedures is also offered to all schools by the special education coordinators and provided as needed/requested. Eligibility procedures are shared annually through the CCSD Special Education Implementation Manual and reviewed with team leaders to share out with special education teachers. School Psychologists meet with MTSS teams to provide support for new eligibility procedures as needed. Additionally, LEA training is offered multiple times throughout the school year for any certified staff to participate by choice in or as identified by their administration. Special education coordinators also provide assistance in writing compliant IEPs as needed/requested.</p> <p>Beginning in the summer of 2022, Special Education and Behavior Specialists partnered with Human Resources to provide targeted professional learning as part of New Teacher Orientation. This included topics such as: Navigating SLDS/GOIEP, Writing Measurable Goals and Objectives, Progress Monitoring, Case Management, Setting up for Success, Classroom Management</p> <p>How is LRE Ensured</p>
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IDEA Performance Goals:

	<p>That level of placement occurs along the continuum of placements available for students with disabilities. Often confused, but not interchangeable, is the term "location". Location refers to the physical setting, such as the specific classroom or facility where a student's IEP will be implemented. The CCSD Special Education Director and Coordinators ensure that the CCSD offers a continuum of placements and provides information to all stakeholders regarding those options. Case managers and LEAs for placement meetings ensure students with disabilities are offered placements in the least restrictive environment given their individual needs, determined through frequent monitoring of social and academic behaviors and access to the curriculum.</p> <p>District special education staff will provide ongoing professional development regarding LRE protocol during monthly team leader meetings. Teachers new to the CCSD receive additional professional learning during professional development opportunities their initial year.</p> <p>The CCSD Special Education Coordinators, Team Leaders, and Case Managers are available for technical assistance.</p> <p>Opportunities that specifically align with how district provides FAPE</p> <p>The district has committed to Core Equity Beliefs. This commitment ensures all students have equitable access to the resources and services they need to be successful. Working to serve and support the whole child with appropriate services and supports are embedded into the framework of the culture of CCSD. When resources are identified, they are provided to students without concern for cost. Staff receive appropriate training to ensure they are able to meet the academic and behavior needs of students.</p> <p>Supervision and monitoring procedures are being implemented to ensure FAPE</p> <p>CCSD committed to rewriting our Implementation Manual last school year. Sections of this manual are gradually being released to team leaders in a train the trainer model. A minute template has been created to ensure all IEP compliance components as well as service delivery models are explored during an IEP meeting. This required document ensures all IEP teams address a continuum of services.</p> <p>District Procedures and Practices are utilized to ensure consistent application of the continuum of services as we work to ensure every child has access to a free and appropriate education.</p> <p>Professional Learning Provided</p> <p>Each school is allotted a Special Education Team Leader. This individual is responsible for providing ongoing professional learning in regards to policies and procedures from the district office. The team leader works with new teachers to offer additional support through the year. The district level Special Education Coordinators provide New Teacher Orientation to address procedural safeguard training at the beginning of the year as well as LEA training opportunities throughout the year. The district uses the state IEP</p>
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IDEA Performance Goals:

	<p>platform , GOIEP. The GOIEP training is held as needed to regularly provide teachers with ongoing updates from the state. Additionally, they receive annual SDI/HLP training to design quality, engaging lessons and support teachers as they implement these research based instructional practices.</p> <p>Special Education teachers are allowed and encouraged to participate in local, regional, and state training that are offered based on current evidence based practices and interventions for students with disabilities.</p> <p>Technical Assistance</p> <p>The Special Education Director and Special Education Coordinators provide technical assistance to schools and teachers. Careful consideration is given in IEP meetings by the team to identify the purpose and need for technical assistance for the students.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>Clarke County will begin the 2023-2024 school year with a new Executive Director of Special Education. To ensure support and technical assistance the ED of Special Education will participate in the Special Education Leadership Development Academy (SELDA). Clarke County also participate in the Northeast Georgia RESA GLRS with 16 other school system special education leaders.</p> <p>Annually, Ex Director along with the Special Education Coordinators offer IEP Training to all new and existing Special Education Teachers. Additionally, LEA Training is provided multiple times throughout the school year to ensure that all schools have staff in place to support the IEP process, services are appropriately defined to all members of the IEP team, and IEP compliance. Weekly, a report is produced to all SpEd Team Leaders and Coordinators to serve as a reminder to help the SpEd Department remain in compliance of deadlines for IEPs and student reevaluations. CCSD continues to incorporate a monthly cycle of updating team leaders and principals to ensure our policies and procedures are in compliance with state and federal laws.</p> <p>Technical assistance is provided in a variety of ways: team leader meetings, FBA/BIP training, IEP writing, timelines for teachers, LEA training, principal updates, LRE rubrics and ongoing evaluation of CCSD continuums. In reviewing achievement gap data, we identified the need to focus professional development on specially designed instruction. For FY 19-20, Special Education Coordinators will deliver ongoing professional learning specific to this topic to all administrators and special education teachers.</p>
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IDEA Performance Goals:

	<p>We will continue our expanded review of suspension data for FY 22. This includes closer monitoring of preventative measures and restorative practices intended to decrease exclusionary discipline practices. Behavior Specialists review monthly data reports and meet with school principals to identify trends in data. A targeted list of students was developed to help provide additional support to the most challenging students to decrease discipline infractions and to improve student achievement.</p> <p>Annually CCSD receives a chart indicating all time lines for budget completion as well as compliance monitoring protocol. The SpEd Director along with EXC Information Support Specialist will continue to collaboratively work together with the district to make certain that the SpEd Department remains in compliance with federal and state rules . The Special Education Coordinators and Team Leaders monitor the SLDS Go IEP dashboard and communicate with Team Leaders safeguard compliant timelines.</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)

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	"100% transfer of FY24 Title IV, Part A funds."
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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	"100% transfer of FY24 Title IV, Part A funds."
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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	"100% transfer of FY24 Title IV, Part A funds."
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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	"100% transfer of FY24 Title IV, Part A funds."
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	"100% transfer of FY24 Title IV, Part A funds."
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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>Clarke County's 2022-2023 equity plan was not effective. The Equity Action Plan focused on instructional framework (effective tier1 instruction), and we were not successful with improving the gap in student achievement. The 2023 ELA Georgia Milestones data shows only 27.4% of 3rd-8th graders performed as proficient or distinguished learners. This is up .06% from 2022, but still lags behind pre-pandemic data by 5%. A significant gap continues to exist between Black (10.6%), Hispanic (23.7%) and student of two or more races (40%) subgroups compared to their white peers (66.6%). The adjustment to activities for FY24 include:</p> <ol style="list-style-type: none"> 1) Professional learning for school leaders, teachers and instructional coach on the five components of reading 2) Fidelity of implementation of the new Literacy curriculum resources that are aligned to the science of reading using classroom observation data to identify coaching, modeling and additional professional development. <p>*In June and July 2023 we are training 500 teachers in Walpole and Mckenna's: How to Plan for Differentiated Reading Instruction K-3rd and Differentiated Literacy Instruction in 4th-5th. This resource will be used as an intervention during Extended Learning Time to identified students based on BOY data.</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>The 2022-2023 Equity Action Plan focused on instructional framework (effective tier1 instruction). We were not successful with improving the gap in student achievement. The 2023 ELA Georgia Milestones data shows only 27.4% of 3rd-8th graders performed as proficient or distinguished learners. This is up .06% from 2022, but still lags behind pre-pandemic data by 5%. A significant and persistent gap continues to exist between Black (10.6%), Hispanic (23.7%) and student of two or more races (40%) subgroups compared to their white peers (66.6%). Clarke is committed to maintaining instructional coaches at all schools and an ELA implementation coach at the district level to support the implementation of the new curriculum resources. District leaders will conduct impact checks in October and February by meeting with school SILT teams in their buildings to review and adjust actions steps. In addition, the Executive Directors of Leadership Development complete weekly coaching cycles with principals and join school improvement teams to build leadership capacity and address and adjust professional learning needs.</p> <p>We know that strong tier 1 instruction must be consistent and accessible to all students, especially those students who are one-two grade levels behind. To achieve equity between minorities, economically disadvantaged and non-minorities not living in poverty, we are providing more targeted</p>
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Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

	professional development (teacher training on the 5 components of reading) and we plan to conduct classroom observations to drive teacher and leaders support. School Principals, Assistant Principals and Instructional Coaches will receive literacy training in their monthly PLC's as lead-learners. We believe this will have a greater impact on closing the equity gap.
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	The LEA Equity Action plan was not effective at reducing the number of out of school suspension of black students, and therefore we did not effectively close the equity gap. Although Black students make up only 48% of the total student population, they made up 75.9% of all OSS during the 2022-2023 school year. This demonstrates the need to adjust the PBIS intervention and focus on fidelity of implementation. We will adjust activities to include restructuring the district Behavior Coordinators roles and responsibilities to include supporting a quadrant of schools with PBIS implementation. In addition to the Director of School Counseling leading the monthly PLC for school PBIS coaches, the 4 district behavior coordinators will increase supports and time in schools to model, coach and provide professional development to teachers and school leaders on effective PBIS schoolwide implementation.
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.	During the 2022-2023 school year the third and final cohort of Clarke County schools to implement PBIS schoolwide and begin the certification process. Although we now have all 21 schools participating in schoolwide PBIS implementation, we saw a significant increase in the the use of exclusionary practices. School based PBIS coaches met monthly with the Director of School Counseling to build their capacity to use data to monitor and adjust adult practices. However, the number of out of school suspensions increase from 4350 in FY22 to 6238 in FY23.

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	<p>In FY23, CCSD supported five private schools, St. Joseph Catholic Parish School, Downtown Academy, Monsignor Donovan Catholic High School, Waseca Montessori School and Athens Christian School, participating in equitable services for Title I Part A. The ES4PS schools operated a targeted assistance program based on the individual schools needs assessment. Four of the five participating private schools employed equitable services tutors to deliver targeted instruction based on assessment and rank order data. The remaining private school utilized funding to increase identified students achievement via an online intervention program and college and career coaching. Students across the schools made significant progress towards their learning goals. Each private school met to evaluate their targeted assistance plans and to determine if the goals set forth were met. These plans and analyses were uploaded into the ES4PS platform. At the end of the 22-23 school year, each private school analyzed their student data, and created a preliminary plan for targeted assistance for the 23-24 school year.</p> <p>In FY23 there were two private schools that opted into pooling their funds across school districts and were able to leverage these pooled funds to address identified needs. In FY24, all five private schools plan to pool funds to best meet the needs of enrolled students. As the managing LEA and fiscal agent of the pooling equitable services funds for private schools, Clarke County's federal programs team anticipates the continued need for technical support to ensure the appropriate administration of the ES4PS allocation and to ensure we provide thorough guidance to and foster collaboration with participating private schools.</p>
Title II, Part A	Not applicable as CCSD transfers 100% of Title II Part A funds into Title I Part A
Title III, Part A	All equitable services' private schools declined for 2023-2024 school year.

Title IV, Part A	Not applicable as CCSD transfers 100% of Title IV Part A funds into Title I Part A for 2023-2024.
Title IV, Part B	All equitable services' private schools declined for 2023-2024 school year.
Title I, Part C	All equitable services' private schools declined for 2023-2024 school year, no students were served as part of this grant.
IDEA 611 and 619	Private schools in Clarke County are provided with information regarding the evaluation process offered by the CCSD for students that reside in Clarke county. The private school MTSS Coordinator will set up an MTSS team to review the academic progress and results of interventions of individual students. The CCSD special education coordinator and CCSD psychologist will consult with the representatives of private schools, parents of students who are served in private schools, and parents of students who are home-schooled regarding the design and development of special education and related services for parentally placed private school and home-schooled students. This consultation process will be timely and meaningful. More than one consultation may be needed to fully meet the requirement.