



Comprehensive Needs Assessment 2022 - 2023 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. Xernona Thomas
Multiple Program(s)	Federal Programs Director	Dr. Donna Elder
Multiple Program(s)	Curriculum Director	Brannon Gaskins Dr. Jennifer Scott, Dr. Neil Crosslin, & Dr. Kena Worthy
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)	Barbara Gaertig
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	Heidi Hill
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, Coordinator
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. Lawrence Harris
Multiple Program(s)	Testing Director	Dr. Robert Ezekiel
Multiple Program(s)	Finance Director	Byron Scheunemann
Multiple Program(s)	Other Federal Programs Coordinators	Jami Washington
Multiple Program(s)	CTAE Coordinator	Dr. Tomas Ramirez

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Student Support Personnel	Dr. Jillian Whatley
Multiple Program(s)	Principal Representatives	All Principals
Multiple Program(s)	High School Counselor / Academic Counselor	Tessa Barbazon
Multiple Program(s)	Early Childhood or Head Start Coordinator	Karen Higginbotham
Multiple Program(s)	Teacher Representatives	Meghan McNeely
Multiple Program(s)	ESOL Teacher	Jenna Starns
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	Rachel Irwin
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	
Migrant	Preschool Teacher	
Special Education	Student Success Coach (SSIP)	Shelby Anderson
Title II, Part A	Human Resources Director	Dr. Selena Blankenship
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	Gracey Solis
Title II, Part A	Professional Organizations	
Title II, Part A	Civil Rights Organizations	
Title II, Part A	Board of Education Members	Greg Davis, Kirrena Gallagher, Linda Davis, Dr. Patricia Yager, Dr. Kara Dyckman, Dr. Mumbi Anderson, Dr. Lakeisha Gantt, Attorney Nicole Hull, Dr. Tawana Mattox
Title II, Part A	Local Elected/Government Officials	Kelly Gurtz
Title II, Part A	The General Public	
Title III	Refugee Support Service Staff	N/A
Title III	Community Adult ESOL Providers	
Title III	Representatives from Businesses Employing Non-English Speakers	Corey Watson (Pilgrim's Pride)
Title IV, Part A	Media Specialists/Librarians	Michelle Banahan
Title IV, Part A	Technology Experts	Dana Sigmaud
Title IV, Part A	Faith-Based Community Leaders	

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Makenna Mincey
Multiple Program(s)	Private School Officials	Theresa Napoli, Patrick Ennis, Steve Cummings & Paul Gessner
Migrant	Out-of-School Youth and/or Drop-outs	Leo Cotlar/Elizabeth Dubberly
Title I, Part A	Parent Representatives of Title I Students	Stephen Nobles
Title I, Part A - Foster Care	Local DFCS Contacts	Mary Barrett-Yancey
Title II, Part A	Principals	All CCSD Principals
Title II, Part A	Teachers	Maria Bass
Title II, Part A	Paraprofessionals	Tiffany Cato
Title II, Part A	Specialized Instructional Support Personnel	Amanda Barham
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	C.J. Amason (Foundations for Excellence in Education)
Title I, 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	
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Omar Reid
21st CCLC	21st CCLC Advisory Council Members	A. Michelle Phillips, Soraia Felgenhauer, Heather Penland, Dr. Stacey Neuharth-Prichett, Mike Hackett, Derrick Floyd, Ms. L. Moye, Courtney Grant, Karen Rhodes, Shawn Hinger, Cecilia Hyers, Samantha Barnum, Angela Manous, Maxine Dalton, Verne Rucker.

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	Marsha Hawkins
Migrant	Migrant PAC Members	
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 Oshack
Title II, Part A	School Council Members	

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	The superintendent, her cabinet and executive staff members worked with internal and external stakeholder groups assigned to and supported by the duties of the district departments/divisions. Collaboration meetings are held by our cabinet members/designees that align to human resources, instructional services, student services and support, community engagement and strategic partnerships, and district services to ensure a diverse collective group to garner feedback. Advisory councils, community groups and intra-agency representatives provided stakeholder input and feedback.
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How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	The team conducted parent surveys, evaluations after meetings/townhalls (virtually), board meetings (public comments) , LSGT meetings, feedback from the parent advisory board/teacher advisory board, and a student advisory board is being form to gather input from the student voice. The team provided presentations on the strategic plan and disseminated data and goals to address during progress monitoring, while addressing any questions or concerns.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

Standard	Score
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 or 2021-2022. 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 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

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

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

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

Effective Leadership Data

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

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

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

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

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

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

Effective Leadership Data

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

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

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

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

Leader Keys Effectiveness System- Standard

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>We reviewed student perception data from student health surveys. The Director of School Counseling also conducted a student round table with high school students to determine their academic and social emotional needs. She shared the results of the round table with district and school based leaders at our monthly principal and assistant principal meeting. Principals and executive staff reviewed the school climate data from the student, parent and school personnel surveys. The perception data included student advisory board sessions with the superintendent.</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>Our perception data provides us with the need to focus our Strategic Plan Goals across departments and schools. We have seen areas of growth at specific schools, but the growth is not consistent across schools. Based on the Georgia School Climate Survey, students liked school slightly less in 2022 (2.79 on a 4-point Likert scale) compared to 2021 (2.93 on the 4-point Likert scale). In contrast, there was an increase in student's perception "<i>the school wants students to succeed</i>" in 2022 (3.82/4.0) compared to 2021 (3.79/4.0). In 2022, there was a steep decline in student's perception that they treated each other with respect. In 2022 the average score was 2.63/4.0 compared to 2021's average of 3.08/4.0.</p> <p>In 2022, 6, 111 parents responded to the Georgia Climate Survey. In 2022, parents reported that their students liked school (3.42/4.0) slightly more than in 2021 (3.39/4.0). Parents also felt like schools recognized their students for good behavior in 2022 (3.42/4.0) compared to 2021 (3.21/4.0).</p> <p>The 2022 Personnel responses (n=5895) to the Georgia Climate Survey were generally less favorable compared to 2021. For example, teachers were less confident in 2022 (3.11/4.0) that if they reported an unsafe behavior or dangerous behavior, they know the problem will be taken care of compared to 2021 (3.51/4.0). Over the past three years there has been a decline in teacher's perception that parents are actively involved in activities at school (2020-2.99; 2021-2.90; 2022-2.81).</p> <p>We will use our data to build the capacity of our district and school leadership through personalized and customized professional learning, coaching, and procedures. We are increasing our information sharing with all stakeholders in a manner that is easy for all to understand and with a focus on student achievement and social emotional well-being. We believe we can improve school climate by addressing parent engagement, staff and student attendance, and student behaviors in the classroom.</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>We used student participation in sports, clubs, and athletics, and special programs. We examined participation in school information meetings such as Advanced Placement Nights, FASFA Information Sessions, and College Guidance Nights. In addition, we reviewed 2021 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 that we are lacking participation with certain demographics of students (e.g., African American, Hispanic) that are in most need of the information or would benefit from involvement in extracurricular activities. In preparation for the 2021-2022 school year, The Early Learning Center provided summer transition program for 126 students including 42 PreK students, 64 Early Headstart students and 20 Preschool special education ESY students.</p> <p>Elementary and middle schools designed project-based learning and SEL enrichment summer learning activities to prevent learning loss and prepare for the 2021-2022 school year. The fourteen elementary schools served 1800 students. The four middle schools served 900 students in preparation for the 2021-2022 school year. High schools provided credit recovery opportunities for 400 students, and the Athens Clarke-County Career Academy served a total of 70 students in summer programs that included Chess STEM, Welding and Teachers of Promise internships.</p> <p>During the 2021-2022 school year we supplemented the school day with 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 high growth in reading and/or math. During the 2021-2022 school year we also experienced the return of many after school enrichment opportunities.</p>
<p>What achievement data did you use?</p>	<p>Georgia Milestones, End of Course State assessments and iReady Diagnostic data was analyzed to find trends in student achievement data. This data presents the charge to change practices to 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> <p>When reviewing the Georgia Milestones data it should be noted that we have 17 of 18 elementary and middle schools that are below 50% proficiency in ELA and Math. CCSD achievement data provides a reset of our instructional structures and how we provide support to our teachers and school leaders.</p>

<p>What does your achievement data tell you?</p>	<p>Our Spring 2022 achievement data shows we have a significant gaps between our sub group populations (e.g., Black, SPED, Hispanic) as compared to their white peers. 2021-2022 End of year iReady data captures this trend. Specifically, seventy-five percent of K-8th grade white students are reading on or above grade level, while only 26.8% of K-8th grade black students are reading on grade level. Although not as significant, this disparity is evident when comparing K-8th Hispanic students, as 37.2% of K-8th grade Hispanic students are reading on or above grade level. Across all subgroups 47.7% of our 8th grade students are two or more grade levels behind in reading. Students with disabilities is the most at-risk subgroup identified on the iReady EOY data with only 17.7% of these students demonstrating grade level proficiency on the assessment.</p> <p>Spring 2022 Georgia Milestones data correlates with the iReady achievement data. Only 26.8% of 3rd-8th graders demonstrated proficiency in reading and math. In ELA, 26% of Hispanic students, 12% of American Indian or Alaskan Native students, and 14.6% of Black students demonstrated proficiency. The Georgia Milestones math data mirrors the same gaps as only 13.7% of Black students, 28.4% of Hispanic students, 12.5% of American Indian or Alaskan Native students demonstrated proficiency.</p> <p>At the secondary level only 33.3% of our students were proficient or distinguished on the Spring 2022 American Literature End of Course Assessment. The largest gaps between subgroups were noted with 16.6% of Black students, 28.5% of Hispanic students, and 12.6% of students with disabilities scoring as a proficient learner while 75% of white students are proficient.</p> <p>Although the Georgia Milestones 2022 data showed positive gains compared to 2021 data, the significant achievement gaps continue to exist among subgroups. For example, only 5.3% of English Language Learners are proficient on the HS Algebra EOC, and only 5.6% of students with one or more disabilities were proficient.</p>
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<p>What demographic data did you use?</p>	<p>We examined demographic trends and the 2022 Georgia Milestones sub group data. We also used programming data such as special education, gifted, and ESOL programming. 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.</p>
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What does the demographic data tell you?	<p>For the first time since 2018 Clarke County School District saw a slight increase of in overall enrollment n=12556 up from 12507. Our demographic data showed us that our English Language Learners and students with disabilities are performing significantly lower than their white peers. It also shows that like their Black peers, these sub groups are underrepresented in dual enrollment and advanced content courses.</p> <p>The lowest performing sub-groups are students with disabilities and English Language Learners. On the Spring 2022 Milestones only 8% of special education students and 12.1% of Hispanic students demonstrated proficiency in ELA, while only 9.7% of students with disabilities and 19.7% of English Language Learners demonstrated proficiency in math.</p> <p>The Spring 2022 HS Algebra EOC data shows that only 12.4% of Black students and 5.7% of students with disabilities demonstrated proficiency.</p> <p>Results from the Spring 2022 American Literature EOC assessment show that only 16.6% of Black, 12.6% of students with disabilities, and 3.8% of English Language Learners demonstrated proficiency on the same assessment.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The utilization of the Instructional Framework remains the guiding document for the planning and delivery of Tier I instruction. Under the direction of the school instructional leaders, protocols and structures have been put in place for teachers to participate in grade level/content professional learning communities (PLCs). These PLCs are focused on unpacking standards, reviewing student data and identifying instructional strategies aligned to the curriculum resource. Through these PLCs teachers are prepared to plan for and deliver standards-based instruction. The rollout of the Strategic Support Circles has provided a space to continually review the impact of instruction and school initiatives on student achievement. Additionally it has helped in the identification of areas of support for each school and promote thought partnerships across schools and district divisions. Each school participated in 4-6 Strategic Support Circles throughout the year. During each circle school leaders had the opportunity to share their successes and challenges with district support staff and cabinet members. Through powerful conversations leaders were able to develop clear next steps in support of each school's needs. The circles also offered opportunities for schools to engage in thought partnership protocols for the purpose of addressing a leader selected problem of practice. While leaders reported that this time was useful and helped address their school needs, some did share that they felt it was more of a presentation made by them with a question and answer session instead of a conversation. As we plan for Strategic Support Circles in the coming year, district leaders must work to revamp the format so that we are creating a space which minimizes or eliminates the formality of the process which led to feelings of anxiety by the school leaders. We want to create a space that feels supportive and collaborative for leaders. The hiring of MTSS Implementation Specialists for the district, bridged a gap in the RTI process for the district. Schools now have the support and guidance needed to ensure strong systems are in place for data review, identification of tiered supports and the development of individual student intervention plans.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Through a review of school data, the School Improvement Leadership Team conducts a root cause analysis in order to better understand the identified priority areas for improvement. This is a critical step in the school improvement planning process. 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. Through regularly scheduled school site visits the Executive Directors of Leadership Development observed classroom instruction, observed grade level/content professional learning communities, participated in school leadership team meetings and reviewed the status of the school improvement plans/90 Day Action Plan implementation. These visits were 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. In order for students to receive standards-based instruction which provides rigorous and differentiated learning opportunities, 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>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>Building the professional capacity of teachers and leaders is an ongoing focus which includes multiple layers of support, through mentoring, coaching cycles and professional development. As a district, we have found that the lack of a strong mentoring program for first year teachers and leaders can adversely impact performance as well as job satisfaction. For this reason, principals have been guided to select mentor teachers who are not only master teachers but also have the skills and talents to assist others as they grow to become master teachers. Mentor teachers are expected to meet regularly with their mentees throughout the year to proactively assist them in preparation for navigating their duties and responsibilities as well as help problem solve for things which may come up. Another layer of support which targets not only novice teachers, but veteran teachers and leaders as well, is coaching cycles. Coaching cycles are led by school leaders and district leader to provide targeted one on one support to address an area of concern or boost levels of effectiveness. Timely and job-embedded professional learning is another source for building professional capacity. A scope and sequence outlining the professional development plan for building leaders was developed and rolled out at the start of the school year. These monthly professional learning communities focused on building the capacity of leaders to monitor and respond to Tier I instructional practices and student performance data. Walkthrough forms aligned to effective Tier I practices were developed and leaders were trained to use the document through a series of calibration walks in schools throughout the district.</p>

Strengths and Challenges Based on Trends and Patterns

	Ongoing support and training in the use of data analysis protocols was provided to help leaders unpack student diagnostic and progress monitoring data and build a plan to address the instructional needs of students. These layers of support have been intentionally aligned to ensure that teachers and leaders are continually building on their capacity to provide instructional opportunities which lead to student success.
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?	During the 2022 school year CCSD schools have at least a part-time Family Engagement Specialist to connect teachers and resources to families. The superintendent and her cabinet support the community schools initiatives and recognize the need for a full-time family engagement specialist for every school. Prioritizing the collaboration with and supports for families will result in a stronger, more effective structure for our students. It is important to note that since the return to in-person instruction the number of students with ten or more absences has increased significantly.
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?	We seek to create learning environments that provide students and staff with a balanced social-emotional program that parallels the academic sector. Staffing challenges continue to be an area of concern. Special education teachers and paraprofessionals and secondary math positions are currently posted with sign-on bonuses. Unlike years past, gifted, elementary grade teachers and support staff (counselors, academic interventionists, family engagement specialist) have multiple openings across schools. Our goal is to be fully staffed by July 2022 in order to provide a supportive learning environment where students are academically challenged in a safe environment. We seek to create learning environments that provide students and staff with a balanced social-emotional program that parallels the academic sector.
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?	CCSD deals with high poverty rates with in our county which bears an additional impact to the outside resources of our school district at times. Athens-Clarke County poverty rate is at 28% 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. Therefore CCSD, is purposeful in our collaboration and utilization of all grant and general funds for supporting academic achievement for all students to interrupt the inter-generational poverty.

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. We have schools that show a 70% gap differential 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>
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IDEA - Special Education

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

<p>Strengths</p>	<p>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 FY22 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>
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<p>Challenges</p>	<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 in 2022 to support due process.</p>
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	We have schools who use their Title I funds, to support specific academic and social-emotional needs by aligning their funds to their root cause analysis and make adjustments as needed based on their school data. Our schools continue to use their funds for professional learning. Majority of the schools in CCSD do have a 100% draw down of their funds, providing students with what is currently needed for student success. The entire system is presently school-wide Title I schools which provides us with the ability to focus on all students in our schools.
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Challenges	The Office of Title I is collaborating 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.
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Title I, Part A - Foster Care

Strengths	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.
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Challenges	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.
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Title I, Part A - Parent and Family Engagement

Strengths	CCSD has a Family Engagement Specialist (FES) in all schools at a minimum part-time and some have full-time FES who are assisting schools in building a stronger home-school connection. Our FES staff are Clarke County residents, parents, and graduates dedicated to building the capacity of our parents in supporting their child. Our FES staff has been mindful of their compliance requirements for Title I.
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Title I, Part A - Parent and Family Engagement

Challenges	CCSD is challenged by not having all FES working full-time on just the home-school partnership, since some have dual roles in the school. At the present there is a need to create a re-entry plan to build a stronger home-school district relationship to support our students' academic and social-emotional learning growth. We have to collaborate with more organizations regardless of size to bring everyone out to school learning events.
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	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

Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	One of the major strength is the supports in place for tutoring, technological devices, the staff has been a collaborative pair for 10 years which assist in building a strong school district and community partnership. Our partnership with the two facilities in Clarke County supporting our students. We have been able to identify a CCSD staff member who has had a positive impact on the students through his tutoring and mentoring support.
Challenges	Ensuring that the needs of all the educational and social emotional learning supports for the students are in placed with fidelity, while supporting them getting back on their educational track towards graduation and being college or career ready.

Title II, Part A - Supporting Effective Instruction

Strengths	CCSD pays the salaries and benefits of six Coordinators of Curriculum and School Performance who train principals and school staff to improve school performance and instruction. We have also used the funds to train administrators to build the capacity of schools to develop and implement 90-Day Action and school growth plans and to implement the curriculum effectively through the use of an instructional framework. CCSD will be transferring a 100% of our Title II, Part A funds to Title I prior to consolidation.
Challenges	CCSD has challenges around attracting highly qualified candidates and rather to have signing bonus or retention incentives. Infancy of a teacher induction program and its ability provide the professional learning and support necessary for teachers to stay the following school year.

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.

Language Instruction for English Learners and Immigrant Students

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

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

Strengths	<p>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. English language program strength is also demonstrated in the area of retention of ESOL Teachers and collaboration to support English Learners. Strength of CCSD's English language program is specifically demonstrated through English Language Development and English proficiency of students as measured by ACCESS scores. Specifically, approximately 54% of ELs made growth on SY21 ACCESS 2.0 compared to SY20 ACCESS 2.0. In addition, 2% of CCSD's ELs scored in the range of Clear Exit from EL according to GADOE/SEA requirements and 3% scored in the range of Reclassification Review for EL status based on CCSD/LEA determined exit criteria.</p> <p>CCSD also demonstrates strength in a comprehensive PL plan to support CCSD employees who work with ELs and their families. This has been developed with the support of Ga DOE Title III specialist and is a positive result of Cross-Functional Monitoring.</p>
Challenges	<p>The biggest challenge for Clarke County School District's Language Education Instructional Program was COVID-19. Although CCSD provided robust standard based instruction, ELs experienced extreme decrease in opportunities to engage in the use of the English Language (both academically and socially). This is evidenced as 46% percent of CCSD's ELs made no or negative growth on SY21 ACCESS 2.0 This indicates a need for thorough and systematic instruction informed by SY21 ACCESS data for ELs. 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>

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

Strengths	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. Weekly every Tuesday at 10:00 am the Homeless Education Program staff and community partners meet to strategically plan and implement actions of support for this vulnerable population of stakeholders.
Challenges	CCSD has a consistently growing population of McKinney-Vento and Homeless Children and Youth in our district. The coordination of transportation to ensure students are able to attend school regularly at their school of origin.

Title I, Part A - Equitable Access to Effective Educators

Strengths	Even though CCSD waives certification for a sector of our teachers all of our schools are provided a pool of highly qualified educators through having at least a Bachelor's Degree for all teachers outside of CTAE (clearance certification and Special Education (certified) teachers. Our HR office actively recruit at all time of the school year and recommend that school administration seeks to fill vacancies upon notification to ensure that there is no lapse in instruction. Schools are able to use their Title I funds (part of Fund 150) to support all educators in their building through school-based professional learning then provide time to participate in collaborative planning to support them in implementing their new learning in their classroom.
Challenges	Our challenge is retention of effective educators based on teacher-student and teacher-district relationships. In CCSD we are aware that effective educators are faced with closing extreme achievement gaps, need professional learning around the social-emotional needs of all children and especially those dealing with trauma impacting them due to poverty, traumatic events, and academic frustrations. We are collaborating among multiple offices to address the need to retain our teachers and have begun a new teacher induction program and lead mentor initiative.

Title IV, Part A - Student Support and Academic Enrichment

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 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	Increase the number of students who demonstrate progress, as measured by Student Growth Percentiles (SGPs), on state and district English language arts and mathematics assessments.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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Overarching Need # 2

Overarching Need	Ensure at least 90% or more of 8th grade students will be high school ready.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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Overarching Need # 3

Overarching Need # 3

Overarching Need	Ensure all of our 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	1

Additional Considerations	
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Overarching Need # 4

Overarching Need	Ensure an environment in which students and staff feel safe, supported, and accepted.
How severe is the need?	Low
Is the need trending better or worse over time?	Better
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 - Increase the number of students who demonstrate progress, as measured by Student Growth Percentiles (SGPs), on state and district English language arts and mathematics assessments.

Root Cause # 1

Root Causes to be Addressed	Implement balanced literacy and mathematics instructional blocks with fidelity; 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	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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Root Cause # 2

Root Cause # 2

Root Causes to be Addressed	Implement a Multi-Tiered System of Support (MTSS) framework for all students.
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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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Overarching Need - Ensure at least 90% or more of 8th grade students will be high school 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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Root Cause # 1

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Provide access to high school courses for all 8th grade students
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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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Root Cause # 3

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	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and

Root Cause # 3

Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :
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Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Implementation of a Multi-Tiered System of Support (MTSS) framework for all students
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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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Overarching Need - Ensure all of our 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	<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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders</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 an environment in which students and staff feel safe, supported, and accepted.

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	<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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders</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>

Root Cause # 1

Impacted Programs	Others :
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Additional Responses	
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District Improvement Plan 2022 - 2023



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)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A Parent and Family Engagement set-aside Title IV, Part A Title I, Part A School Improvement 1003 (a)
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	Increase the number of students who demonstrate progress, as measured by Student Growth Percentiles (SGPs), on state and district English language arts and mathematics assessments.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Implement a Multi-Tiered System of Support (MTSS) framework for all students.
Root Cause # 2	Implement balanced literacy and mathematics instructional blocks with fidelity; Provide high-quality, standard-based curriculum resources to all students; provide professional development for teachers;
Goal	Increase percentage of CCSD Pre-K students entering kindergarten on grade level (86%-language and literacy; 84.5% mathematical thinking; 85.8% personal & social development FY22) to 90%. Increase percentage of Grade K-8 students experiencing 1 year or more growth on district English language arts and mathematics assessments (50% or more)

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)	K 1 2 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	Implement Strategic Support Circle where schools report diagnostics and formative data over six cycles. District staff from all divisions will be the audience. The purpose is to discuss action steps in the school's improvement plan and how the district can support and resolve barriers to ensure fidelity of implementation.
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	Coherent Instruction
Method for Monitoring Implementation	This goal will be reviewed at weekly cabinet meetings and monthly executive staff meetings.
Method for Monitoring Effectiveness	Review diagnostic data 3 times per year
Position/Role Responsible	Brannon Gaskins, Chief Academic Officer
Evidence Based Indicator	Strong

Timeline for Implementation Others : 6 times per year

Does this action step support the selected equity intervention? No

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

Action Step # 2

Action Step	Provide targeted teacher development on content, pedagogy and student supports and interventions by providing professional development for teachers K-5 on the 5 components of reading.
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	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	This goal will be reviewed at bimonthly iLead meetings, monthly curriculum coordinators meetings, and school-based monthly data review meetings.
Method for Monitoring Effectiveness	Teacher observation data, Review diagnostic data 3 times per year (typical/stretch growth), BAS
Position/Role Responsible	District-based Curriculum and MTSS Coordinators, school-based Instructional Coaches/MTSS Specialist/Behavior Specialist
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

Action Step # 2

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

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Ensure at least 90% or more of 8th grade students will be high school ready.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Implementation of a Multi-Tiered System of Support (MTSS) framework for all students
Root Cause # 2	Provide access to high school courses for all 8th grade students
Root Cause # 3	Provide high-quality, standard-based curriculum resources to all students; provide professional development for teachers
Root Cause # 4	Provide students with a comprehensive school counseling plan focused on rigorous course selection, pathway selection and completion, and successful course completion
Goal	Increase the sub group representation of 8th graders in high school courses by 15%.

Action Step # 1

Action Step	Provide/schedule high school physical science to all 8th grade students.
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	Coherent Instruction
Method for Monitoring Implementation	Monitoring of master scheduling
Method for Monitoring Effectiveness	Review of student grades and Georgia Milestone Assessment scores
Position/Role Responsible	Seri Beall, Coordinator of Science
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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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 all of our 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 peer cohort by decreasing the number of students failing one or more courses during their freshman year, and increasing the GPA of freshman students (75% or more)

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	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
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	Rebbie Litchliter
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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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 environment in which students and staff feel safe, supported, and accepted.
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)
Goal	All CCSD schools obtain a 4 and/or 5 star rated as measured at the Georgia School Climate Rating

Equity Gap

Equity Gap	CCRPI Star climate rating
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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-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

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	Tessa Barbazon, Director of School Counseling, SEL
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)?	
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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 parents advisory board, teachers advisory board, Local School Governance Teams, CCSD personnel including district and school level administrators, teachers, instructional and content coaches. Feedback was collected through a variety of sources including meetings, community hearings, and online surveys.</p> <p>Stakeholder input is gathered and considered as an ongoing practice. Parents, students and community members are invited to submit feedback through the CCSD website and by providing contact information across departments and schools. All feedback was considered.</p> <p>Feedback was gathered from numerous individuals in district meetings, community hearings, parent/school council meetings, online survey, and emails/phone calls, including CCSD personnel (administrators, teachers, and staff), BOE members, county commissioners, mayor's office personnel, parents, and community members. All 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 (6.11.2015). 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 experiencing homelessness, 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. Title I and Fund 150 fund school improvement planning training, collaborative planning, literacy, numeracy and SEL intervention training, PBIS</p>
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Coordination of Activities

	<p>training, restorative practices training, school-leadership development training.</p> <p>Title II A funds training to build the capacity of schools to develop and implement school improvement plans and to implement the 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. 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 FY23 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>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. 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 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>Our office 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 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. Principal supervisors</p>
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Serving Low Income and Minority Children

	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. Our gifted education specialist also teaches the necessary coursework for teachers to receive their gifted certification which provides with additional growth in their professional career.
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Professional Growth Systems

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>CCSD utilizes varied data sources to provide us with our focus for identifying teacher and student needs and our professional learning strategy. For the 2019-2020 school year our professional learning topics and schedule were created to address building our school and district leadership in creating 90-day plans to address their school or office big rock and target three priorities areas for the first half of the school year and the second half of the school year. Our academic data provided us with the need to review our instructional practices in all schools to present a consistent effective first instruction model. As part of the 90-day plans schools are targeting their data analysis process to identify and address areas of instructional deficits through common assessments to ensure fluid small group or whole group reteaching as needed. CCSD supports the continual professional learning of all school-based instructional coaches to support the job-embedded coaching that is provided to their specific school staff areas of need. The professional learning model for CCSD is setup to train school principals, assistant principals, and instructional coaches on the same professional learning targets to support consistency of research-based practices that increase student achievement and social emotional learning deficits. Monthly professional learning is held for all school-based staff to ensure implementation of the instructional framework with fidelity. During learning Wednesday sessions teachers are provided grade-level specific training aligned to reading and math content standards. CCSD supports professional learning through conferences that provide a train the trainer model, specific to targeted areas based on data analysis, and provide a 3-5 year support of instructional transformation. For the 2021-2022 school year the professional learning scope and sequence has specific topics for principals, assistant principals and instructional coaches (see attachment under additional files).</p> <p>On June 17, 2021 the CCSD Policy Committee Meeting listed Policy GAD-Professional Learning Opportunities -Revise to be placed and approved at July BOE meeting and stated revisions are below aligned to our current practice and district strategic plan and 90-Day School Improvement Plans.</p> <p>Policy: GAD</p> <p>Descriptor Code: Professional Learning Opportunities</p>
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Professional Growth Systems

	<p>The Board of Education is committed to the establishment and implementation of a district strategic and 90-day school improvement plans designed to improve educator effectiveness and result in increased student achievement.</p> <p>A component of the district strategic and 90-day school improvement plans shall be a professional learning plan detailing the professional learning process that is needed to support the major components of the improvement plan. The professional learning plan shall organize and direct all professional learning that enhances the knowledge, skills and practices of the district personnel, regardless of the funding source.</p> <p>The Superintendent shall appoint a professional learning coordinator to facilitate the development, implementation, monitoring, and evaluation of the districts professional learning. The plan for professional learning should be based on multiple data sources including, but not limited to, student achievement and teacher / leader effectiveness measures. The plan and its implementation shall be aligned to rigorous standards for professional learning and shall be consistent with all requirements of the State Board of Education. Each school principal shall appoint a professional learning leader to facilitate the schools professional learning designed to support and be an integral part of the school improvement plan.</p> <p>School principals and district leaders shall be responsible for engaging teachers and other district personnel in on-going professional learning as part of the district strategic and 90-day school improvement plans.</p> <p>Professional learning funds may be expended for the reasons specified in the State Board of Education</p> <p><u>Stipend Policy</u>– GaDOE Rule 160-3-3.04 In accordance with SBOE Rule 160-3-3-.04, a stipend policy must be in place and may only be issued if PL meets certain criteria. Contingent on funding and allowability stipends may be paid to all full-time certified employees and paraprofessionals if all of the following are met:</p> <ul style="list-style-type: none"> ● completed training/learning opportunities outside of the regular contracted hours ● for work on an award for performance for allowable activities ● must be reasonable and necessary to the federal program (federal funding only) ● the competencies gained during the professional learning are aligned with an individual plan (PLG or PLP) or a school or district improvement plan ● there is evidence that the competencies gained have been implemented or demonstrated in the classroom/work setting ● the stipend is supplemental to the regular duties of the employee
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Professional Growth Systems

	<p>Stipends may be awarded if an administrator requires attendance at the training:</p> <ul style="list-style-type: none"> • There is evidence that the knowledge, skills, practices, and dispositions gained from the learning activity are aligned to an approved individual plan, or a school or District professional initiative and or product, and/or specific goals; and • There is evidence that the knowledge, skills, practices, and dispositions developed through participation in or facilitation of professional learning have been implemented/demonstrated in the classroom/work setting and participation occurs beyond regular contract house, days, or school year • State and federal funds designated for professional learning shall not be used to pay stipends to school board members or to school council members who are not employees of the District. <p>Our support of a personalized and customized professional learning for teachers as well as providing a system-wide instructional framework provides the structure and freedom for teachers to personalize and customize instruction for their specific students. As we build the teaching repertoire of our teachers, we continue to support the professional learning of our district staff through attendance at local, state, and national conferences that provide research-based strategies to support closing achievement and opportunity gaps. Our executive staff continues to have a professional learning process in place that holds all offices/departments accountable for supporting our students academic achievement.</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 FY22 school year, Clarke County has one Promise School, Alps Road Elementary, one Comprehensive Support and Improvement (CSI) Gaines Elementary, one Targeted Support and Improvement (TSI) school Coile Middle School and one Comprehensive Support and Improvement Alternative-Classic City High School. Based on the year-end support planning, we anticipate these school continuing to make progress while continuing to access the expertise of of GaDOE support (Michelle Hamilton and SIG Team)</p> <p>(2) All schools are identified as school-wide Title I. In FY23 CCSD will consolidate funds (Fund 150) including SIG funds for CSI and TSI schools. Clarke County will be transferring 100% of Title II, Part A and Title IV Part A funds, to Title I, Part A for the FY23 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 build teacher capacity implementing Wilson a tier 3 reading interventions for SWD's.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>At the end of the third year of implementation CCSD's instructional Framework is a common commitment across all schools. Comprised of five phases, the framework aligns practices and deepens a teacher's understanding of highly effective instruction. All CCSD teachers, including the Career Technical and Agricultural Education teachers (CTAE), received professional development in the new CCSD Instructional Framework during the initial implementation year and continue to receive professional development in the framework each year. Each lesson incorporates the following phases: an opening, a transition to work, a work session, a summary, and an assessment. Additionally, each phase delineates the teacher and student actions as indicators of the type of activities teachers and students are expected to demonstrate during each phase of the lesson.</p> <p>In the State of Georgia, all Career, Technical and Agricultural Education curriculum standards begin with employability skills as the first unit in the standards. CTAE teachers teach students important soft skills in preparing them for college and careers while simultaneously developing student technical skills and content knowledge in their respective career pathways. Students demonstrate their attainment of high in-demand skills by taking an End of</p>
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CTAE Coordination

	<p>Pathway Assessment (EOPA) leading to industry recognized certificates of skills achievement. The Clarke County School District also holds a New Teachers Orientation (NTO) institute prior to the start of the academic year where teachers who are new to the profession and new to the school district are provided with professional development on the CCSD Instructional Framework and content-focused learning.</p> <p>In regards to work-based learning, each high school is staffed with a Work-Based Learning Coordinator whose primary responsibility is to provide students with opportunities to engage in work-based learning experiences for high school credit. The WBL Coordinators find job site placements and support students throughout the academic year as they complete weekly assignments to demonstrate their learning. The district typically places approximately 100 students per year in work-based learning experiences with some of these experiences being salaried positions in the form of an hourly wage. All CTAE students are encouraged to participate in work-based learning and in Career Technical Student Organizations (CTSOs) where they get the opportunity to deepen their knowledge and skills by taking part in local, regional, and state competitive events.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>The Clarke County School District has formulated its Strategic Plan; within this plan, we are focused on Equity as a foundation of all work in CCSD. Our Board of Education and Cabinet Administration recognize trends of disproportionate suspension in CCSD. In order to promote equity and inclusion, CCSD proposes to enlist the system-wide practice of Restorative Practices. Restorative Practices are student-centered interventions that are designed to establish positive relationships with all students (Kline, 2016). The Institute for Restorative Justice and Restorative Dialogue (IRJRD) describes restorative discipline as a relational approach to fostering school climate and addressing behavior that prioritizes belonging over exclusion, social engagement over control, and meaningful accountability over punishment. The goal of the restorative discipline project is to build the capacity of our schools for thoughtful implementation of Restorative Practice, which impacts our discipline, school climate, and culture. CCSD recognizes that sustaining restorative practices with fidelity requires someone in your school who can provide professional development to staff and ongoing training and support to parents and students. CCSD has adopted the Training of Trainers in Restorative Practices model to help support schools' implementation from within. For the 2022-2023 school year, CCSD will begin implementing Tier 1</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	<p>Restorative Discipline strategies in all schools. The Director of Restorative Discipline will lead the district through the systematic implementation of Restorative Practices. The discipline task force worked to make necessary changes to the Student Code of Conduct for the 2022-2023 school year. The changes continue to allow the district to address factors contributing to disproportionality and the use of exclusionary practices.</p>
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4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>This year Clarke County focused on providing consistent rising 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.). 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. At the high school level, Clarke County provided a greater focus on post-secondary transition by running it's first ever 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

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. 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). Our elementary schools presently implement Fountas and Pinnell, along with the Leveled-Literacy Intervention as the primary literacy resource and Lucy Calkins Units of Study as the primary writing resource. The elementary math program is Eureka math at K-5. All elementary and middle schools utilize i-Ready as the universal screener/diagnostic. The iReady growth monitoring is used as the progress monitoring assessment. Secondary schools assess their content through unit and interim assessments.</p> <p>CCSD collaborates with Winnshape Centre and Innovative Living For Life residential facility staff and the district's Homeless Education Program and Neglected and Delinquent Program Liaisons . 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 these 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>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through: the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students; the timely transfer of pertinent school records, including information on health, when children move from one school to another; and how the district will use the Migrant Student Information Exchange (MSIX).</p>	<p>In the Clarke County School District (CCSD), registration is centralized for all schools at the Central Office in the Student Registration Center. During the registration process, all families enrolling children are asked to complete the Title I, Part C Occupational Survey- both during new student registration and back to school registration for all students. District Migrant Education staff maintain updated records of the names, addresses, and other pertinent contact information of eligible families. Surveys are completed and collected throughout the school year.</p> <p>A timely transfer of pertinent school records within the school district is coordinated through the centralized registration process. Through an automated notification process, the Migrant Education staff and the exiting and receiving schools are notified of student transfers within the system. The receiving school has access to all student records, including health at least 24-hours in advance of the first day of the new school assignment.</p> <p>When a CCSD staff member learns that a family has moved out of district, either through communication with the school or the family, Clarke County School District staff members notify the new school district in a timely manner to assure continuity of services and submit any and all pertinent information regarding the family's new residence, if known, to the GA DOE Region 1 Migrant Education Program office for processing by data specialists and entry into National Migrant Records Transfer System (MSIX). Likewise, if a Migrant Education staff member learns of any address or contact changes or learns that a family has moved out of the state or district, they notify the child'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 GA DOE 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 for migrant children and families. Both SSPs in the District have access to MSIX.</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.)</p> <p>2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)</p>	<p>Utilizing Title I Part C funds and community partnerships, the CCSD Migrant Education Program Staff connect migrant families with services both during the school year and the summer period that include, but are not limited to: academic support; provision of school supplies; emergency medical, vision, and dental; referral to outside agencies; dropout prevention and intervention support; English Language instruction; and support services for migrant students enrolled and unenrolled in-school, students who have dropped out, out of school youth and preschool children. Services provided are documented through SSP logs and the MEP Supplemental services form.</p> <p>Migrant Education staff, use the following criteria to determine if a Migrant child is "priority for services": (1) The child is failing, or most at risk of failing to meet the state's challenging academic content standards and challenging state student academic achievement standards, and (2) is a child whose education has been interrupted during the regular school year/qualifying move within the previous 1-year period. Both of these conditions must exist simultaneously for a Migrant child to receive "priority for services" for supplemental support services. Once "priority for services" status is determined, a Migrant Education Specialist will work with school and District personnel to help ensure that students with "priority for services" are served before all other eligible Migrant students.</p> <p>Migrant staff will then help coordinate and provide services for all eligible Migrant students and families as funding allows. Using a Pyramid of Intervention system, the Migrant Education Specialists assess the academic and social service needs of each family and refer identified social service needs to school social workers, school family engagement specialists, or assist families with social services directly. Migrant Education Specialists work with school stakeholders and district personnel to coordinate and provide other educational services as appropriate. This will ensure that the identified needs of Migrant students are being addressed either through district services or through supplemental services as necessary.</p> <p>The LEA utilizes feedback from the Comprehensive Needs Assessment to design and execute Implementation Plans that support the needs of our MEP students through the goals of the Migrant Education Program.</p> <p>Implementation plans are executed by the Supplemental Services Providers and documented through both the SSP tutoring logs and the MEP Supplemental Services tracking form. Progress is monitored throughout the plan's implementation, with Pre and post data reviewed at the close of each IP to ensure goals met support student success. Per our CNA feedback MEP Implementation Plans are being implemented for Migrant Education Program participants in unenrolled and enrolled preschool, elementary school, middle school, high school students, as well as out of school youth/dropouts .</p> <p>CCSD will review test scores and grades of those migrant children enrolled in the Pathways to Success after-school/Saturday program, or served by tutors during the Migrant Education after-school/Saturday program and in the Migrant Education summer school program to determine the efficiency of these academic support services. LEA staff will also rely on the GA DOE Region 1 Migrant Education Program Office as a technical and programmatic resource in the development of the best service model possible based on funds</p>
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Title I, Part C – Migrant Supplemental Support Services

	<p>and resources available.</p> <p>Migrant Education Specialists 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, and encourage parent feedback. Additionally, the Migrant Education Specialists will readily share information with families to assist them with questions, concerns, or with any social service needs within the scope of their assigned duties.</p> <p>The Clarke County School District Contact and SSPs will contact agencies and organizations in the community that provide services to families new to the area. SSPs will develop and maintain a network that will allow them to participate and do presentations in community events where they will be able to increase knowledge and awareness about the MEP. CCSD's SSPs are in contact with the Clarke County Health Department, Athens Community Health Center, Clarke County Head Start Program, Project SAFE, Casa de Amistad, Goodwill of North Georgia, and the Georgia Department of Family and Child Services</p> <p>Migrant Education parents and OSY are also encouraged to attend State and regional PAC meetings to give input. Additionally, Migrant Education Program staff are encouraged to attend local and statewide professional learning opportunities that encourage the fostering of positive school climates and creating safe and welcoming schools for migratory students and their families. This is particularly important so that the traditionally marginalized populations of migrant families understand that they have a voice in school based decision making and have mechanisms to communicate the specific needs of their stakeholder group with the school district.</p> <p>Clarke County does not provide services to Migratory Families during the summer through a specific IP. Migrant families are encouraged to participate in summer programming through CCSD and GADOE MEP.</p>
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: Description of your district's procedures Specific professional learning activities Plan to monitor implementation with fidelity</p>	<p>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 in 2019. A third cohort of schools have been trained and we are preparing to implement school wide PBIS initiatives for the upcoming school year. 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. District Behavior Specialists will continue to support this initiative through direct coaching of teachers and intervention plans for students.</p> <p>District Behavior Specialists and Special Education Coordinators began presenting Day 1: Mindset De-escalation to all certified staff in the summer of 2020. This focus will continue with Zones of Regulation through the use of both materials and training as a priority for the next fiscal year. Monitoring the fidelity of implementation will be completed by behavior specialists on a monthly basis. 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>Beginning in the summer of 2022, select district level individuals will be attending Safe and Civil Schools training. The team will work to intersect a naturalistic teaching model of cultures and routines across classrooms. The training will work to incorporate a variety of frameworks into one intersected approach allowing for a consistent implementation of practices into all classrooms. The outcome will be an in class embedded model to support a whole child approach in the classroom setting. The district will review the possibility of expanding this training to include school based individuals after the initial work is done during the summer of 2022.</p> <p>Behavior Specialists have prepared a more "user friendly" FBA/BIP framework for the upcoming school year. This training will be provided to all team leaders through a train the trainer approach beginning in the summer of 2022.</p>
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IDEA Performance Goals:

	<p>Last year, the district prioritized ensuring special education teachers had access to all intervention resources available in the district. This focus resulted in training specific to LLI, the district's ELA K-8 curriculum intervention resource, being provided to special education teachers across the district. This training will continue this year as we work on achieving 100% "trained status" across the district. 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 is expanding 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> <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>CCSD was found to not be disproportionate regarding disciplinary practices for students with disabilities for the past three years. Even without this finding, the district continued to commit to practices as outlined in CCEIS requirements. The district continued its commitment to 10 behavior specialists and one coordinator of behavior support. This model will continue into the upcoming school year even though CCEIS funds will not be used to support these positions. These additional positions have proved to be successful in reducing exclusionary practices through the use of proactive and enhanced Tier 1 strategies in place throughout our district.</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. In addition to this work, CCSD applied and received the Multi Sensory Reading Grant. This grant is allowing us to expand the number of teachers trained in Wilson Reading as well as Level 1 Wilson Trained individuals. 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>CCSD is also focusing on ensuring we have trained individuals in our schools who have obtained their dyslexia endorsement. The district is partnering with</p>
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IDEA Performance Goals:

	<p>RESA to provide 14 teachers with access to this endorsement</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 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 for FY22 was the integration of professional learning from Teach Like a Champion, 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 has added the position of Transition Specialist to our team. 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 with 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</p>
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IDEA Performance Goals:

	<p>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>Special Education Coordinators will hold monthly meetings with team leaders and administrators to review attendance, behavior and course completion. Additionally, Coordinators and Behavior Specialists 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>Special Education Coordinators and Behavior Specialists, through the CCEIS process, have identified targeted students in the past intended to monitor academic and behavior progress. This practice will continue. In addition to monitoring "whole child growth" of targeted students all special education coordinators and behavior specialists will continue their practice of coaching at least two teachers assigned to the schools they support. The focus of this work is to enhance academic and behavior progress of students receiving services but also to reduce the number of students referred for special education evaluation.</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 Specialist provide an expanded range of professional development designed to support both Tier 1 strategies as well as more targeted, intensive professional development.</p> <p>Technical Assistance The Special Education Director, Special Education Coordinators and Behavior Specialists 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>CCSD 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 of service options for all SWDsHow IEP accommodations/modifications are shared</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>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</p>
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IDEA Performance Goals:

<p>with teachers who are working with SWDs Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>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 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>
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IDEA Performance Goals:

	<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 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</p>
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IDEA Performance Goals:

	<p>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 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 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 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 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. 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>
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IDEA Performance Goals:

	<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 submission LEA procedures to address correction of noncompliance (IEPs, Transition Plans) Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance Supervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>Annually, the SpEd Director along with the 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> <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</p>
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IDEA Performance Goals:

	with Team Leaders safeguard compliant timelines.
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

<p>Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement:</p> <ol style="list-style-type: none"> 1. In support of well-rounded educational opportunities, if applicable 2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 3. In support of safe and healthy students, if applicable 4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 5. In support of the effective use of technology, if applicable 6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 	<p>Title IV, Part A - 100% of Title IV Part A funds were transferred to Title I Part A supporting the PBIS certification and initiatives approved prior aligned to district positions. Clarke County School District continues to support the whole child through the initiatives listed in the components of Title IV, Part A of targeting our continuing activities supports as well as ensuring we implement new activities and programming with fidelity to support our students' social-emotional learning that supports our students' wholistic success of our students being college and career ready. CCSD has listed below our objectives and intended outcomes by the components of Title IV, Part A:</p> <p>Salary and Benefits for Director of School Counseling and SEL and District Behavior Specialists</p> <p>Objective 3.1: We will provide an environment in which students and staff feel safe, supported, and accepted.</p> <p>Initiatives:</p> <ol style="list-style-type: none"> 1. All CCSD Schools will become PBIS (Positive Behavior Interventions and Support) certified 2. Create early warning indicators for attendance, behavior, and course work to be proactive with preventative measures, not reactive with punitive measures. 3. Provide services to address the social, emotional, mental and behavior well-being of all students (e.g. wrap around supports, SEL curriculum, Restorative Practices)
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.</p>	<p>100% of Title IV Part A funds were transferred to Title I Part A.CCSD will re-engage our team through quarterly meetings and through feedback links on our website as we provide data updates to all of our stakeholders. We will be working with our NE RESA to build a stronger partnership with CCSD and the multiple resources and technical assistance from RESA. We will always use our board meetings to engage with our school and community stakeholders and school-based parent meetings/training throughout the school year. Office of Community Engagement and Strategic Partnerships has expanded to including a Community School Director, Community Engagement Specialist, and Nita M. Lowey 21st Century Community Learning Center.</p>
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

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	The LEA Equity Action Plan gap focused on instructional framework (effective first instruction) was not effective with improving the gap in student achievement. Although there was a 5.7% increase from 2021 to 2022 administration of the ELA Georgia Milestones, a significant gap continues to exist between students of color and their white peers. The activity will be adjusted for the FY23 school year to include teacher and instructional coach training on the five components of reading.
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.	CCSD has committed to maintaining our instructional coaches at all schools and will be building out a strategic support circle to address leadership capacity and professional learning needs to support student achievement and social emotional needs at each school. We know that first time instruction (tier 1) must be consistent to achieve the equity between minorities, economically disadvantaged and non-minorities not living in poverty. We believe a more targeted intervention (teacher training on the 5 components of reading) 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	Although we saw a significant decrease in the number of out of school OSS suspension across all subgroups during the 2020-2021 school year, a return to in-person instruction during the 2021-2022 resulted in a return to the overuse of OSS and a disproportionate number of Black/African Americans being suspended. Although Black students make up only 48% of the total student population, they made up 80.3% of all OSS during the 2021-2022 school year. This demonstrates the need to adjust the ineffective intervention and focus on training all teachers effective PBIS strategies to use in tier 1 instruction across grade bands while continuing the restorative practices training.

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

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 2021-2022 school the second cohort of PBIS schools started the certification process. Unfortunately, only two-thirds of our schools have participated in the training/certification. We noticed a significant increase in the the use of exclusionary practices, which does not align with the positive-behavior supports we are responsible for providing to every student. We believe all schools/all teachers need to participate in the PBIS trainings that are included in the certification process.
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4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

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

Title I, Part A	In FY22, CCSD supported five private schools participating in equitable services for Title I Part A. Our schools continued to focus on target assistance groups for reading and math tutoring. Students made progress but not significantly. Private school leaders continue to see the impacts of the pandemic on their students academic and social growth. The five private schools (St. Joseph, Downtown Academy, Athens Christian, Monsignor Donovan, and Waseca) will conduct pre-assessments to identify which students and content areas they seek to target for the 2022-2023 school year. As the managing LEA and fiscal agent of the pooling equitable services funds for private schools, Clarke County's federal programs team anticipates needing technical support to ensure the allocation and to ensure we provide ongoing consultation and collaboration to participating private schools.
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 2022-2023 school year.
Title IV, Part A	Not applicable as CCSD transfers 100% of Title IV Part A funds into Title I Part A for the 2022-2023.
Title IV, Part B	All equitable services' private schools declined for 2022-2023 school year.
Title I, Part C	All equitable services' private schools declined for 2022-2023 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.
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FY23 Foster Care Transportation Plan

Local Educational Agency (LEA) Clarke County School District

Superintendent Name Xernona Thomas

Mailing Address 595 Prince Ave

Physical Address (if different from above) _____

City Athens Zip 30606

Foster Care Point of

Contact (POC) Name Crystal Gillis POC Email gillisc@clarke.k12.ga.us

POC Mailing Address 595 Prince Ave

City Athens Zip 30677

POC Telephone 706-614-3745 POC Fax 706-357-5347

Xernona Thomas
Superintendent Signature

6/27/2022

Date

Xernona J. Thomas
Print Name of Superintendent

FY23 Foster Care Transportation Plan

The Georgia Department of Education (GaDOE) is required to ensure the educational stability of children in foster care. (ESEA section 1111(g)(1)(E)). In coordination with state and tribal child welfare agencies, the GaDOE must ensure that its LEAs implement the Title I educational stability requirements for children in foster care, including ensuring that:

- A child in foster care remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
- If it is not in the child's best interest to stay in his or her school of origin, the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and,
- That the new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records. (ESEA section 1111(g)(1)(E)(i)-(iii)). In fulfilling this role, the SEA should coordinate with the state or tribal child welfare agency to develop and disseminate uniform guidelines for implementing the Title I educational stability provisions. Developing uniform statewide policies and procedures for ensuring educational stability for children in foster care, as many States have already done under the Fostering Connections Act, will facilitate successful implementation at the local level. This is particularly important given the shared agency responsibility for educational stability under Title I and the Fostering Connections Act, and because a single LEA or local child welfare agency will likely have to collaborate with multiple partner agencies in implementing these provisions.

Additionally, the SEA must conduct regular monitoring and oversight to guarantee appropriate implementation of these provisions at the local level. (See 2 C.F.R. §§ 200.331(d), 200.328(a); 34 C.F.R. § 76.770).

On the state level, the Georgia Department of Human Services (DHS), which houses the Division of Family and Children Services (DFCS) periodically sends a list of children in foster care that are flagged in the GaDOE's student information system for information sharing and reporting purposes. On the local level, LEAs are now able to retrieve a list of children in foster care to better identify and provide services. LEAs are to continue collaborating with their local child welfare agencies and may periodically receive information directly from foster parents, Court Appointed Special Advocates (CASA), DFCS case workers, or Education Support Monitors (ESM), within the Educational Programming, Assessment and Consultation (EPAC) unit of DFCS. Once identified, LEAs must implement its plan to ensure educational stability for children in care. For the best interest of the children in care, LEAs should follow all mandated regulations under FERPA and keep the status of these children confidential.

As a result, the GaDOE is requiring all LEAs, including virtual schools and charter schools that function as an LEA, to complete a Foster Care Transportation Plan. The plan should be completed in addition to the development and implementation of written transportation procedures and the identification of a Foster Care Point of Contact.

Instructions for submission:

- After the LEA superintendent signs the assurances, scan the entire document as a PDF and save it as the "FY23 Foster Care Transportation Plan".
- Upload the signed PDF version of the document to the CLIP online portal via the Consolidated Application for FY23.

FY23 Foster Care Transportation Plan

NOTE: In order to answer the questions below, refer to the [Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care](#).

I. Foster Care Transportation Plan: PLANNING

A. The LEA's role is to have a transportation plan in place for children in foster care to their school of origin. Describe your plan to:

1. Coordinate transportation with the local child welfare agency.
2. Implement steps to be taken if additional costs are incurred.
3. Execute the local dispute resolution process.

Include the roles of key players (e.g. LEA Foster Care Point of Contact, LEA Superintendent, LEA Federal Program Director, EPAC Unit Education Support Monitor, Case Worker, Court Appointed Special Advocate, Juvenile Court representative, etc.) *Please limit the response to 1,000 characters.*

1. Foster parent transports child to the school of origin less than 25 mile trip

2. Foster parent will transport child to the nearest school transportation location

CCSD will follow existing plan for transporting children with disabilities when transporting a disabled child in foster care.

CCSD and DFCS will share the cost in the event additional transportation costs are incurred. Shared cost may include DFCS assuming liability for the costs such as contracting with transportation companies and CCSD assuming liability for re-routing bus transportation.

In the event of a dispute, the CCSD Superintendent and DFCS County Director will make a joint final determination.

B. What steps should an LEA and local child welfare agency take to ensure that transportation is provided immediately, even if they face difficulty reaching agreement on how to pay for additional transportation costs? *Please limit the response to 1,000 characters.*

The CCSD and DFCS will work cooperatively to ensure transportation is not a barrier to educational stability. If agreement is difficult, the following will occur:

1. Default to be pre-determined CCSD responsibility for costs incurred as the result of re-routing of county buses while DFCS assumes responsibility for costs associated with reimbursing foster parents or contracting with transportation companies.
2. Initial transportation planning will occur at the lowest level between Case Manager, Education Support Monitor (DFCS POC) and Director of School Social Work (CCSD POC). Disputes will be forwarded to the Superintendent and DFCS Director for resolution.
3. Daily attendance will not be impacted by transportation disputes between CCSD and DFCS. The CCSD will arrange for adequate and appropriate transportation to and from the child's school of origin during the dispute resolution process.

C. The LEA must designate a Foster Care Point of Contact that coordinates with the local child welfare agency. Describe the point of contact's role and responsibilities. *Please limit the response to 1,000 characters.*

The CCSD Director of School Social Work will serve as the point of contact (POC) that coordinates with the local DFCS. This individual will assume responsibility for streamlined communication and collaboration with DFCS Case Managers and Education Support Monitor (DFCS POC). Such collaboration will ensure the smooth implementation of provisions outlined in ESSA to include: thoughtful best interest determinations, appropriate and timely transportation plans, and immediate enrollment and records transfer. In addition, the CCSD POC will facilitate training for school staff regarding the unique



Georgia Department of Education
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FY23 Foster Care Transportation Plan

challenges facing students in foster care: ensure monitoring of attendance and progress of students in foster care; and ensure effective and confidential data collection and sharing.

II. Foster Care Transportation Plan: GUIDING QUESTIONS

A. If a child is placed within the LEA's school attendance area and projected transportation cost are negligible, transportation should be immediately provided without supplemental assistance from the local child welfare agency. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if:

	YES	NO	N/A
1. The local child welfare agency agrees to reimburse the LEA for the cost of such transportation.	No		
2. The LEA agrees to pay for the cost of such transportation.	No		
3. The LEA and local child welfare agency agree to share the cost of such transportation.	Yes		

Describe the agreement the LEA has made with the local child welfare agency regarding transportation costs. *Please limit the response to 1,000 characters.*

In the event additional transportation costs are unavoidable, the CCSD and DFCS will share transportation costs. DFCS will assume financial responsibility for extraordinary costs such as contracting with transportation companies or paying foster parents to transport farther than 25 miles. The CCSD will assume responsibility for costs associated with re-routing school bus transportation within the county.

B. All LEAs must meet the requirement to provide transportation for children who are in foster care to their schools of origin (*Similar to the McKinney-Vento requirement for students experiencing homelessness*). Does your LEA currently provide transportation services? If no, describe your plan to meet this mandate.

Yes

Please limit the response to 1,000 characters.

CCSD provides transportation for students in foster care in order to maintain school of origin enrollment when feasible and in the best interest of the student. The plan outlined above solidifies our efforts to meet the mandate and highlights the collaborative process involving CCSD and the local DFCS office in regards to funding decisions and responsibilities.

FY23 Foster Care Transportation Plan

ASSURANCES

By checking the box beside each statement and by affixing my signature to these Assurances, I certify that I have read each and agree to be held accountable for the content of each of the following statements:

- ☒ The LEA will collaborate with state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of time in foster care.
- ☒ The LEA ensures that children in foster care needing transportation to the school of origin promptly receive such transportation in a cost-effective manner.
- ☒ The LEA ensures that children in foster care remain in the school of origin while any disputes regarding transportation costs are being resolved.
- ☒ The LEA will collaborate with State or local child welfare agency to provide transportation if a child is placed in foster care placement across district, county, or State lines.
- ☒ In accordance with the Every Student Succeeds Act (ESSA) and the Fostering Connections Act, the LEA will continue to provide transportation to children that exited foster care for the remainder of the school year, if it is in the best interest of the student.

I am authorized to sign and submit this application on behalf of the applicant. My signature certifies that all information included in the application is accurate. I understand that all information submitted is subject to verification.

Clarke County School District
LEA Name

Xernona Thomas
Printed Name of Superintendent


Signature of Superintendent
(Please sign in blue ink only)

Superintendent
Title

6/27/2022
Date



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

FY23 Local Education Agency (LEA) Equity Action Plan

Document must be uploaded as an attachment to the CLIP.

Fiscal Year	2023	LEA Name	Clarke	LEA Coordinator	Donna Elder
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Data Profile Variable and Equity Intervention Selected for Equity Gap #1										
Data Variable	STUDENT ACHIEVEMENT									
Equity Intervention	EI-1 PROVIDE TARGETED TEACHER DEVELOPMENT ON CONTENT, PEDAGOGY AND STUDENT SUPPORTS AND INTERVENTIONS									
If applicable, student achievement area of focus	READING/ LEXILES									
If applicable, grade level spans of focus	K-5									
Indicate subgroup focus	MINORITY									
<p>Required Analysis: Using the State Longitudinal Data System (SLDS), LEAs must briefly analyze the data variable selected for focus this fiscal year. LEAs MUST focus on gaps that impact high poverty and/or high minority schools. Gaps may exist between GA data and LEA data, LEA high and low poverty schools and/ or LEA high and low minority schools. LEAs without gaps should select areas for continuous improvement.</p> <p>FY22 Georgia Milestones ELA data demonstrates only 12.2% of Black/African American students are proficient/distinguished learners. This is compared to 62.4% of their white peers scoring proficient or distinguished learners on the same assessment.</p>										
Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. (Please add a new row for each activity).										
Describe the intervention ACTIVITIES/STRATEGIES the LEA will implement to address Equity Gap #1.	Data to be collected to monitor the <u>IMPLEMENTATION</u> of intervention activities/strategies for Equity Gap #1.	Data to be collected to measure the <u>EFFECTIVENESS</u> of intervention activities/strategies in reducing Equity Gap #1.	Describe how the LEA will <u>ALLOCATE/COORDINATE</u> Federal and/or nonfederal resources to implement equity interventions in order to reduce Equity Gap #1. If no resources are required – please state this.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)					
District content coaches will provide instructional coaches and teacher training in the effective use of Level-Literacy Interventions	Training agendas/materials	ELA progress monitoring of growth in reading levels (BAS/LLI PM assessments)	Steipends will be offered to instructional coaches and teachers for attending afterschool multi-session trainings	ELA District Content Coach	Monthly					

FY23 Local Education Agency (LEA) Equity Action Plan

Document must be uploaded as an attachment to the CLIP.

Data Profile Variable Selected for Equity Gap #2					
Data Variable	CCRPI STAR CLIMATE RATING				
Equity Intervention	EI-1 PROVIDE TARGETED TEACHER DEVELOPMENT ON CONTENT, PEDAGOGY AND STUDENT SUPPORTS AND INTERVENTIONS				
If applicable, student achievement area of focus	OTHER				
If applicable, grade level spans of focus	ALL GRADE LEVELS				
Indicate subgroup focus	ALL SUBGROUPS				
Required Analysis: Using the State Longitudinal Data System (SLDS), LEAs must analyze the data variable selected for focus. LEAs MUST focus on gaps that impact high poverty and/or high minority schools. Gaps may exist between GA data and LEA data, LEA high and low poverty schools and/or LEA high and low minority schools. LEAs without gaps should select areas for continuous improvement.	<p>With a return to in-person instruction we saw a significant increase in behavior incidence from 2020-2021 school year to the 2021-2022 school year. Most notable was the disproportionate use of exclusionary practices for Black students. The 2021-2022 data reveals that Black/African American students make up 48% of the student population, they account for 80% of the out of school suspensions.</p>				
Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. (Please add a new row for each activity).					
Describe the intervention ACTIVITIES/STRATEGIES the LEA will implement to address Equity Gap #2.	Data to be collected to monitor the <u>IMPLEMENTATION</u> of intervention activities/strategies for Equity Gap #2.	Data to be collected to measure the <u>EFFECTIVENESS</u> of intervention activities/strategies in reducing Equity Gap #2.	Describe how the LEA will <u>ALLOCATE/COORDINATE</u> Federal and/or nonfederal resources to implement equity interventions in order to reduce Equity Gap #. If no resources are required – please state this.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
Train all CCSD teachers in PBIS strategies to implement in tier 1 instruction.	PBIS walkthrough data, Agenda/sign-in sheets	Discipline data (number of OSS of Black/African American students compared to all students)	Title I A funds are allocated for a full-time district counselor and behavior specialists responsible for the implementation and training of PBIS at all schools.	District Counselor/District behavior specialists	Monthly PBIS coach meetings/quarterly PBIS walkthroughs

FY22 Equity Gap #1

Reflect on FY22 LEA Equity Action Plan. 1) Select from the dropdown to assert the level of effectiveness of the Equity Intervention Activities/Strategies in improving equity for the data variable selected. 2) Provide a brief description of LEA's success in implementation of FY22 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Effective - Adjust Activities/Strategies

Explanation: Overall we saw an increase in the number of African American student scoring proficient/distinguished from the 2021 to the 2022 Georgia Milestones administration (8.2% in 2021 to 12.1% 2022). There is still a significant equity gap in achievement That requires a more targeted approach.

FY22 Equity Gap #2

Reflect on FY22 LEA Equity Action Plan. 1) Select from the dropdown to assert the level of effectiveness of the Equity Intervention Activities/Strategies in improving equity for the data variable selected. 2) Provide a brief description of LEA's success in implementation of FY22 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Not Effective - Adjust Activities/Strategies

Explanation: During the 2021-2022 school the second cohort of PBIS schools started the certification process. Unfortunately, only two-thirds of our schools have participated in the training/certification. We believe all schools/all teachers need to participate in the PBIS trainings that are included in the certification process.



Local Educational Agency (LEA)/District Level Parent and Family Engagement Policy/Plan

Clarke County School District

2022-2023

Revised: June 21, 2022

The Clarke County School District recognizes that a child's education is a responsibility shared by the school, family and community. To support the goal of the Clarke County School District to educate all students effectively, the schools, parents, and community must work as knowledgeable partners.

Parents are diverse in ethnicity, culture, language, and needs, and they share the district's commitment to the educational success of their children. The Clarke County School District, in collaboration with parents and the community, shall establish programs and practices that enhance parent and family engagement and equity and reflect the specific needs of students and their families.

To this end, Clarke County School District supports the development, implementation, and regular evaluation of a family engagement and equity program in each school, which will involve parents and the community at all grade levels in a variety of roles.

Expectations for Family Engagement are established under Section 1116(a) (2) of the Every Student Succeeds Act (ESSA). The Clarke County School District's Family Engagement plan describes how the Local Education Agency (LEA) will implement Family Engagement activities and programs that impact student academic achievement while engaging parents as partners.

Our Vision: *Building a culture of high expectations and equity in which all students grow academically and socially to improve our community and our world.*

Our Mission: *The Clarke County School District is an ambitious community of learners in a diverse and culturally rich county. We are committed to equity and excellence throughout the implementation of rigorous standards in a safe and supportive environment - one on every campus, in every classroom, and for every child.*

Our Core Beliefs: *Public education is central to our democracy. To fulfill the promise of public education, the Clarke County School District has a fundamental set of beliefs that serves as a lens through which every decision is made and every action is taken. These beliefs are the backbone of our organization. CCSD believes that:*

- *Equity, access, and progress towards excellence are basic rights that must be afforded to every individual in our system.*
- *Mission-driven, diverse and creative staff make a critical difference in student achievement, and they must be successfully recruited and retained.*
- *Students, families, staff and the broader community benefit mutually from active engagement with one another.*
- *Safe, nurturing and well-maintained schools/campuses are required for optimal learning.*

Clarke County School District agrees to implement the following requirements as outlined by Section 1116 of the Every Student Succeeds Act (ESSA):

- **Clarke County School District will support schools with**
 - Implementing programs, activities, and procedures to parents and families in all of its schools with Title I, Part A programs.
 - Consulting with parents of students in Title I programs to plan and operate the programs, activities, and procedures.
 - Ensuring that the required school-level **family engagement plans** and **school parent compacts** meet the requirements of ESSA, Section 1116(b) (d).
- **Clarke County School District will include this District-wide Family Engagement Plan into our District Strategic and Improvement Plans.**
- **Clarke County School District and Schools, whenever possible, will encourage and provide full opportunities for the participation of parents and families:**
 - With limited English proficiency
 - With limited literacy
 - With disabilities
 - Of migratory children
 - Who are economically disadvantaged
 - Of any racial or ethnic minority background
- **Clarke County School District, whenever possible will provide information and reports in a clear and consistent format in a language parents understand. Alternative formats will be provided upon request whenever possible. (ESSA, Section 1111.)**
- **If the Clarke County School District Plan for Title I, Part A is not satisfactory to parents or families, the district will include the comments with the plan when it is sent to the State Department of Education each year.(ESSA, Section 1112)**
- **Clarke County School District will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for Family Engagement is spent.**
- **Clarke County School District will be governed by the following definition of Family Engagement and requires its Title I schools to carry out programs, activities, and procedures in accordance with this definition in Section 8101 of the ESSA:**

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- a) Parents play an integral role in assisting their child's learning
- b) Parents are encouraged to be actively involved in their child's education at school
- c) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- d) Other activities are carried out, such as those described in Section 1118 of the ESSA

JOINTLY DEVELOPED

Clarke County School District will do the following to involve family members in the development of our LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESEA:

- Title I parents, teachers, administrators, and other school personnel will be invited to provide input on the district's Family Engagement Plan.
- Meeting notices to invite feedback to revise the plan will be advertised through the district and school websites.
- The district will hold community meetings for input on the Family Engagement Plan.
- Parents will be encouraged to complete the Georgia Parent Survey and the results will be used to revise the plan.
- Parents and community members may obtain a copy of the plan from the central office or the district's website and may submit input before the final revisions are posted for approval.
- Once approved, parents and community members will access the district's Family Engagement plan through the district website and from each of the Title I schools.

TECHNICAL ASSISTANCE

Clarke County School District will provide the coordination, technical assistance, professional learning and other support necessary to assist and build the capacity of all Title I, Part A schools to plan and implement effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education:

- On-going system-wide training, support, communication, and discussions with schools regarding effective development of school Family Engagement Plans, School-Parent Compacts, School-wide Plans, and School Improvement Plans
- On-going monitoring to ensure that schools are meeting Title I requirements
- Completion of Title I program reviews to provide guidance and action plans, as appropriate
- Easy and convenient access to district Title I personnel
- Support and assistance in building parental capacity in the school
- Assistance in the development and annual revision of school-level Family Engagement Plan and Home-School Compact

ANNUAL EVALUATION

Clarke County School District will complete an annual evaluation of the Parent and Family Engagement Plan. Parents will be meaningfully involved in this evaluation. The evaluation will examine the content and effectiveness of the plan to:

- improve the academic quality of its schools
- identify barriers to greater participation of all parents in activities (with specific attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

- help parents and family members assist with the learning of their children
- help parents and families engage with school personnel and teachers
- identify and implement strategies to support successful school and family interactions.

The school district will use the evaluation results to design evidence-based strategies for more effective parent and family engagement and to make necessary revisions to Parent and Family Engagement Plan. The following strategies will be used to get parent and family input for the evaluation:

- Parent participation in the annual parent survey is promoted through district and school websites, parent conferences, the school Family Resource Centers, and school parent newsletters
- To ensure as many parents as possible complete the survey, it is held annually around conferences when most parents are in the schools
- For parents who may not have access to take surveys online, copies will be available in the school Family Resource Centers and school office area
- Parent program evaluations at the conclusion of workshops meetings, and other Family Engagement events
- Collection and summarization of system-wide data on Family Engagement at district and school meetings, events, and activities
- Provide a calendar of events for timely notification. These calendars will highlight events and activities that impact student academic achievement

RESERVATION OF FUNDS

Clarke County School District will involve the parents and family members of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent at the school-level by consolidating these funds into our schools Fund 150 accounts.

- Each school is required to get parent and family input on how the parent involvement set aside will be used at their Title I Family Engagement and Title I School-wide Program Planning Meetings in the spring and fall.
- The district also gathers input on the parent involvement set aside at the district level parent input meetings in partnership with the Office of Community Engagement and Strategic Partnerships.

COORDINATION OF SERVICES

Clarke County School District will coordinate and integrate parent and family engagement strategies with other relevant Federal, State, and local laws and programs whenever possible. These programs include Early Head Start, Head Start, Pre-K and 21st Century Community Learning Centers. Title I and these programs will partner to implement these strategies:

- Assist in coordinating transition opportunities for parents and students
- Provide parent resources, as appropriate, to nurture early learning, promote family literacy, and support parents as equal partners in education;
- Host parent meetings to foster confidence in parents as their child's first teacher and support home as an extension of the classroom
- Hold collaborative meetings between the coordinators of the District's Office of Early Learning and the School's Title I Family Engagement Specialist to inform them of eligibility requirements, registration procedures and program services so that this information may be disseminated to

parents of our Title I schools that may have pre-school age children.

- A representative from the district office will serve as an active member of the Early Learning Committee of the Whatever It Takes Initiative to ensure that each child in the Clarke County School District Title I attendance zone has access to a high-quality early learning environment.
- The Family Engagement Specialists and the Community School Organizers will participate in a needs analysis of each unique school community using local and state data and will collaborate to encourage student progress and family participation.

BUILDING CAPACITY OF PARENTS

The Clarke County School District will build the schools' and parents' capacity for strong Family Engagement, to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.

A. The Clarke County School District will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:

- The State's academic content standards: Georgia Standards of Excellence and College and Career Readiness Performance Index (CCRPI)
- The State and local academic assessments
- Instructional Framework
- The requirements of Title I
- How to monitor their child's progress
- How to work with educators
- Build their capacity to support their child's social-emotional and academic growth and development

B. Clarke County School District will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster Family Engagement.

- Training and brochures or newsletters to help parents understand their child's core content
- Guidelines, tips, and direct instruction on supporting student learning at home promoting family reading that support vocabulary development and reading comprehension, and understanding of mathematical concepts
- Training opportunities may include how to navigate/sign-up for the parent portal, navigate and understand school/teacher websites and teacher blogs, the use of iPad technology in the classroom and how to use computer resources available to students
- Training on the use of the Innovative Digital Learning Environments for students in grades 3-12
- Academic Parent and Teacher Teams (APTT) at Cleveland Road Elementary and Gaines Elementary where parents learn about their child's progress on essential academic skills and learn how to work at home with their child on those skills
- And take-home materials and other resources for parents to use with their children to promote further learning at home

C. Clarke County School District will, with the assistance of its schools and parents, train its teachers, pupil services personnel, principals, and other staff, in how to reach out to, communicate with, and work with parents as equal partners by:

- Providing professional learning on Family Engagement for teachers and administrators to address topics such as Communicating with Parents, Including Parents in the Homework Process, Basics of Family Engagement/Engagement, and Promoting Cultural Competency

D. Clarke County School District will, to the extent feasible and appropriate, coordinate and integrate Family Engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and the transitions to middle and high school, such as Family Resource Centers and 21st Century Community Learning Centers, that encourage and support parents in more fully participating in the education of their children, by:

- Collaborating with early education programs that feed into our schools by training childcare leaders and parents on best practices to help children learn what they need to know before entering Pre-K or Kindergarten
- Collaborate with the Office of Early Learning so that children living in our schools' Title I attendance zones may enroll in the early learning programs available in our school system
- Advertise the schools' Family Resource Centers, giving their locations and hours so parents and families can access academic resources for their school-aged children as well as for their children not yet in school
- Provide workshops aligned to preparing their child(ren) for the transition to kindergarten, sixth, and ninth grade during school-based transition activities and the summer transition days.

E. Clarke County School District will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practical, in a language the parents can understand.

- Using jargon-free language
- Providing information in their native language when practical
- Utilizing "The Language Line", district interpreter(s), or school staff that may be fluent in multiple languages to verbally communicate with parents as needed

F. Clarke County School District will provide other reasonable support for Family Engagement activities as parents may request, by:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- Providing necessary literacy training for parents
- Paying reasonable and necessary expenses associated with Family Engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- Training parents to enhance the involvement of other parents
- Arranging school meetings at a variety of times
- Conducting in-home conferences with parents who are unable to attend those conferences at school

- Adopting and implementing model approaches to improving Family Engagement
- As a district that believes that family engagement is a key to meeting the needs of our families and students, and in alignment with strategic objective 2.1 to increase opportunities for families and community engagement with student learning, Superintendent Thomas has approved the staffing of a full-time family engagement specialist at each CCSD school. Our goal with this is to ensure that all of our students have access to high-quality family engagement resources.

Georgia Department of Education (GA DOE)
Title I, Part C – Education of Migratory Children
Local Identification and Recruitment (ID&R) Plan

School District: *Clarke*

School Year: *2022-2023*

All school districts in Georgia follow the state and regional GaDOE MEP ID&R plan as outlined in the Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook. The plan below describes how the school district will implement ID&R requirements aligned to the state and regional ID&R plans.

I. ID&R Planning and Implementation

1. How often will the MEP Contact meet with local ID&R staff (recruiters and supplemental service providers or SSPs) to monitor the implementation of this ID&R plan (minimum of once a semester and summer)?
3 times during the school year and once during the summer. Our meetings will be virtual or in person according to COVID-19 protocols. More meetings will be scheduled if needed.
2. How will the district manage and coordinate local staff year-round (regular school year and summer) ongoing recruitment efforts for enrolled and out-of-school youth (OSY) including pre-school aged children? Please describe and include flexible staff schedules, peak periods of agricultural activity, visits to seasonal and temporary work sites such as; farms, packing sheds, and processing plants that work with poultry, beef, or wood. Include narrative that ensures the use of the ID&R Activities checklist to guarantee all ID&R activities are taking place at the appropriate time with required documentation.
After analyzing the district needs and according to the resources available to meet those needs, MEP Contact and SSPs will develop the school district's ID&R plan. Clarke County School District SSPs and Regional Recruiter will contact prospective eligible migrant families and/or individuals through virtual recruitment efforts, primarily phone calls, video chats and text messages, 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 (COVID-19 allowing) at different times of the day and on weekends. SSPs will conduct phone interviews to confirm eligibility status. The ID&R plan will be updated following the guidelines established in the Checklist of Activities to Support Efficient and Accurate Recruitment; all data will be appropriately documented. The CCSD will review test scores and grades of MEP children served by tutors during the Migrant Education after-school and in the Migrant Education summer school programming to determine the efficiency of these academic support services. LEA staff will also rely on the GA DOE Region 1 Migrant Education Program Office as a technical and programmatic resource in the development of the best service model possible based on funds and resources available. Migrant Education Specialists 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 meetings, mailings, and during parent/school conference. Additionally, the Migrant Education Specialists will readily share information with families to assist them with questions, concerns, or with any social service needs within the scope of their assigned duties. Migrant Education parents and OSY are also encouraged to attend State and regional PAC meetings to give input. Additionally, Migrant Education Program staff are encouraged to attend local and statewide professional learning opportunities that encourage the fostering of positive school climates and creating safe and welcoming schools for migratory students and their families. This is particularly important so that the traditionally marginalized populations of migrant families understand that they have a voice in school based decision making and have mechanisms to communicate the specific needs of their stakeholder group with the school district. '

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3. How will the district coordinate with regional and state MEP staff for identifying and contacting potentially eligible migratory families, targeting enrollees and non-enrollees (ages 0 to 21), and ensure COEs are completed as needed (within two days)?

The School District's SSPs will contact their assigned regional recruiter once a month to coordinate ID&R efforts. The School District and the assigned regional recruiter will collaborate with each other to ensure and facilitate ID&R. All eligible candidates present within the school district boundaries will be contacted in a timely fashion. Once candidates are identified, COE will be completed in the first two days. The School District will contact their regional recruiter if for any reason the SSPs cannot reach a potential candidate.

4. How will the district contact currently eligible migratory children and youth to determine if new qualifying moves have occurred and ensure COEs are completed as needed?

During the re-sign period and after the winter and summer breaks, SSPs will contact currently eligible children of migratory families to determine if new qualifying moves have occurred. SSPs will have enough time to conduct pre screenings of potential candidates and to do home visits in order to ID&R families and if it corresponds, complete COEs.

5. How will the district ensure the occupational survey (which is completed by all students during new student registration and back-to-school registration) is gathered, reviewed, and prioritized for further follow up to identify potential migratory children and youth? Include a reference to training local school staff on the process.

In CCSD, registration is centralized for all schools at the Central Office in the Student Registration Center. During the registration process, all families enrolling children are asked to come to the Title I, Part C Occupational Survey- both during new student registration and back to school registration for all students. CCSD Migrant Education staff maintain updated records of the names, addresses and other pertinent contact information of eligible families. When they learn that a family has moved outside of the district, either through communication with the school or the family, staff members notify the new school district in a timely manner to assure continuity of services and submit any and all pertinent information regarding the family's new residence, if known, to the GADOE region 1 MEP office for processing by data specialists and entry into National Migrant Records Transfer System (MSIX). Likewise, if a Migrant Education staff member learns of any address or contact changes or learns that a family has moved out of the state or district, they notify the child'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 GA DOE 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 for migrant children and families. MEP staff work closely with the district's Parent Information Center (PIC) which processes all new and back-to- school registered students in order to obtain information on new arrivals into the district. As part of the registration package, every new student enrolling in the district and every returning student to the district will receive and complete the most updated version of the Occupational Survey. Once the surveys are gathered and analyzed, SSPs will conduct phone calls or video chats and/or home visits (COVID-19 permitting) to start the recruitment process and determine whether a family meets the eligibility requirements to enter the program. If SSPs cannot get in touch with a prospective family, they will contact

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the regional recruiter and forward her the appropriate information for assistance. All COEs will be submitted within two days of completion.

6. How will the district coordinate with other agencies, organizations, and resources to build a recruitment network and identify potentially eligible migratory participants?

The Clarke County School District Contact and SSPs will contact agencies and organizations in the community that provide services to families new to the area. SSPs will develop and maintain a network that will allow them to participate and do presentations in community events where they will be able to increase knowledge and awareness about the MEP.

CCSD's SSPs are in contact with:

Clarke County Health Department

Athens Community Health Center

Clarke County Head Start Program

Project SAFE

Casa de Amistad

Goodwill of North Georgia

Department of Family and Child Services

II. School District/Local Agricultural Information

1. How will the district create and/or maintain a current local agricultural map containing profiles of employers, agricultural activities, crops and/or growing seasons in your area? Please explain how this information will be updated during the year (each semester minimum).

SSPs will work closely with regional recruiter to collect and update information regarding crops and growing seasons in the school district area, focusing in particular on the poultry industry and nurseries (i.e., Pilgrim's Farms, Harrison's Poultry Farm, Classic Groundcovers, Wolfskin Nursery). In order to facilitate the ID&R process, a map will be created and updated twice a year (Sept. 15 and March 15) with the information gathered and plotted. We will maintain a roster that will include: name of the business, business address, name and phone number of contact person. SSPs will maintain a map with poultry, nurseries and new agricultural areas and update it once a year.

2. How will the district create and or maintain a local agricultural map that includes the areas/neighborhoods and labor camps where migratory families may reside? Please explain how this information will be updated during the year (each semester minimum).

SSPs will create and maintain a map for recruiting highlighting areas/neighborhoods where migrant families reside and work. This map with plotted data will be updated at least twice a year (Sept. 15 and March 15) or as needed.

3. What is the district's plan for contacting employers within its boundaries regarding hiring practices, crops and growing seasons in order to identify potentially new eligible migratory families?

Once per semester SSPs will contact employers (agricultural farms, nurseries, and chicken plants) to get information about hiring seasons and patterns and for new possible migrant families in the school district. SSPs will keep an employer roster that will include: name of business, contact person, phone number and address. Data collected will be updated twice a year.

4. The district's list of agricultural activities, local agricultural map, residential map, and list of employers must be readily available to be shared with the GaDOE MEP staff throughout the current school year when requested and/or needed. Where will this information be stored in the district? (Please ensure to keep all this information current and on file).

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SSPs will maintain all ID&R documentation in a physical file in the office at the Clarke County School District.

DISCLAIMER

The Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook is the primary source of information for all aspects of ID&R.

Reminders

- All quality control procedures must follow the *Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook* quality control descriptors. Please visit: <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/publications.aspx> and click on the *Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook* link.
- You may use the Georgia MEP State Agricultural Activities map as a starting point when creating your local agricultural map:
<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Identification-and-Recruitment.aspx>
- Remember that your local agricultural map must include information unique to your area and compliment the Georgia MEP State agricultural map with information not currently identified/found in it.

Agreement

☒ I agree that all the information provided in this ID&R Plan is true and up-to-date to the best of my knowledge and will be readily available for the Georgia MEP staff for use, research, resources, and/or monitoring purposes throughout the current school year.

Created by: Elizabeth Dubberly, SSP
7/13/2022).

Submitted by: Dr. [Donna Elder](#) Date created: 6/27/2022 (revised