



District Improvement Plan 2021 - 2022



Pulaski County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Pulaski County
Team Lead	Debbie Puckett

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

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

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	District Alignment of Expectations and Procedures
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Communication
Goal	The district will be aligned through a shared understanding of expectations, procedures, protocols, and resources that are communicated to all stakeholders through monthly leadership team meetings at the district and school levels.

Equity Gap

Equity Gap	Inexperienced teachers (less than four years of experience)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-5 Support the retention of effective teachers and effective school leaders

Action Step # 1

Action Step	Develop consistent district-wide MTSS and 504 processes to support academic achievement of all learners to include training and implementation of the MTSS component of SLDS and other trainings related to RTI and MTSS.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	I: Development of Processes E: Effectiveness of the process; Increase in Student Support
Method for Monitoring Effectiveness	Program continuity, Intervention progress monitoring data, RTI tracking logs, student achievement data, benchmark data
Position/Role Responsible	Assistant Superintendent; Special Education Director; Administrators, Academic Coaches, SST Coordinators
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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

Action Step	Implement and provide professional learning on processes to identify and address the specialized needs of learners through a consistent Special Education process that follows necessary timelines and requirements.
Funding Sources	Title II, Part A IDEA
Subgroups	Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	I: Completion of IEPs with required elements; GoIEP E: IEPs completed in a timely manner
Method for Monitoring Effectiveness	Internal Records Review Peer Review
Position/Role Responsible	Special Education Director; Teachers; Administrators
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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

Action Step	Provide capacity-building for teachers and school leaders in designing classroom-based assessments and using data from assessments to improve instruction and student academic achievement.
Funding Sources	Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	I: Agendas; Sign-in Sheets E: Seamless alignment in academic areas
Method for Monitoring Effectiveness	Review of local assessments
Position/Role Responsible	Administrators, Teachers, Academic Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Others : Ongoing Aug - May

Does this action step support the selected equity intervention? Yes

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

Action Step	Provide effective and consistent communication at all levels and in the languages that are supported by the families.
Funding Sources	Title I, Part A Title I, Part C Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement
Method for Monitoring Implementation	I: Meeting agendas; Copies of documents E: Parents receiving documents they understand
Method for Monitoring Effectiveness	Review of sample communications
Position/Role Responsible	Administrators; Family Engagement Coordinator; EL Director/Teachers
Evidence Based Indicator	Strong

Timeline for Implementation Others : Ongoing Aug-May

Does this action step support the selected equity intervention? No

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

Action Step	Provide training for Induction level teachers and leaders. This includes training in TKES/LKES and the use of TKES on the SLDS platform, Special Education Induction Program, New Special Ed Teacher Trainings, Technology Training, Leadership Networking for Administrators.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	I: Agendas; Usage reports; Completion reports E: Teachers and leaders are able to use the SLDS Platform with few or no complications
Method for Monitoring Effectiveness	Teachers demonstrate knowledge of TKES components through observations; Teachers adequately navigate the TKES platform to complete necessary components.
Position/Role Responsible	Administrators
Evidence Based Indicator	Strong

Timeline for Implementation Others : Ongoing Aug. - May

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	P-20 Collaborative, RESA, GLRS, GaDOE
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Action Step # 6

Action Step	Continue a local district-wide Induction, Mentoring, and Coaching Program to include collaborative communities of practice for teachers and leaders that will cultivate and improve teacher and leader effectiveness.
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	I: Agendas; Sign-in Sheets; Participation; Feedback E: Observation of Induction teachers; surveys and feedback from Induction teachers and leaders
Method for Monitoring Effectiveness	Teacher Retention Rates TKES observations
Position/Role Responsible	Assistant Superintendent Instructional Coach Principals
Evidence Based Indicator	Strong

Timeline for Implementation Others : Aug. - May FY20

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	P-20 Collaboratives will provide guidance in these programs.
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Action Step # 7

Action Step	District and school staff will attend Professional Learning to support the use of technology resources, tools, and software to support student achievement. Leaders will attend professional development to build capacity in Infinite Campus, SLDS, and other instructional technology workshops and/or conferences. The Professional Learning will be used to support and train teachers, principals, and other school leaders to effectively integrate technology into curriculum, use multiple data sources to guide instruction, and effectively engage parents.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	I: Agendas; Sign-in sheets E: Advanced data analyses of student growth; building of technological capacity on data reporting; Improved parent communication abilities
Method for Monitoring Effectiveness	Effective use of data seen in instructional practices, TKES documentation
Position/Role Responsible	Instructional Technologist, Federal Programs Director, Instructional Coach, Principals
Evidence Based Indicator	Strong

Timeline for Implementation Others : Aug. - May FY20

Does this action step support the selected equity intervention? Yes

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

Action Step	Continue use of Capitol Impact software to monitor and track district-wide professional learning of teachers, leaders and other instructional staff.
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	I: Purchase Order; Invoice E: Timely submission and approvals of professional learning activities
Method for Monitoring Effectiveness	Capitol Impact reports
Position/Role Responsible	Professional Learning Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Others : August 2018

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step # 9

Action Step	Employ a K-8 and a 9-12 District-Wide Academic Coach to support new teachers, provide professional learning, facilitate vertical alignment, promote collaboration and collegiality and improve student achievement for all students at all levels.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	I: Periodic Certs; Travel Documentation; Purchase orders for supplies; Agendas; Sign-in sheets E: Improved student achievement due to Professional Learning and resources provided by Academic Coach
Method for Monitoring Effectiveness	Improved instructional methods evidenced through TKES observations
Position/Role Responsible	Title I Director
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

Action Step # 9

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Provide funds for substitutes, travel, registration fees, and stipends for professional learning for teachers, principals, and other school leaders in improving the learning environment, learner achievement, and the system's effectiveness.. Also, provide funds to build capacity and promote additional responsibilities within the schools and the district.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA Perkins
Subgroups	N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	I: Travel Documentation; Registrations; Purchase Order; Periodic Certs (if necessary) E: Professional Learning Effectiveness Evaluations will be completed for each activity; Fulfillment of contracts for teachers with additional responsibilities
Method for Monitoring Effectiveness	Professional Learning Evaluation and Feedback
Position/Role Responsible	Federal Programs Director, Professional Learning Coordinator, Assistant Superintendent.
Evidence Based Indicator	Strong

Timeline for Implementation Others : Ongoing Aug - June

Action Step # 10

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)?	P-20 Collaborative
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Action Step # 11

Action Step	Improve communication with parents and stakeholders by seeking input, employing a Family Engagement Coordinator that will provide family engagement resources, collaborating with Family Connections and parent activities, and by providing parent training and other activities at varying times and places.
Funding Sources	Title I, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	I: Communication logs; attendance logs; agendas; Budgets; Time log; Stakeholder meeting agendas and sign-in sheets E: Participation of parents through feedback and attendance
Method for Monitoring Effectiveness	Review of parent input and feedback Tracking of parent attendance at functions
Position/Role Responsible	Assistant Superintendent; Director of Federal Programs; Family Engagement Coordinator; Family Connections Director; Administrators
Evidence Based Indicator	Strong

Action Step # 11

Timeline for Implementation	Others : Ongoing Aug - May
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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)?	Family Connections, Archway, Heart of Georgia Transition Alliance
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Action Step # 12

Action Step	Reinforce district-wide expectations, procedures, and protocols through orientations, system-wide and school meetings.
Funding Sources	N/A
Subgroups	N/A
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	I: Agendas; Sign-in sheets E: Monitoring of procedures being followed
Method for Monitoring Effectiveness	improved communication, continuity and cohesiveness, review of meeting agendas
Position/Role Responsible	Superintendent; Assistant Superintendent, principals
Evidence Based Indicator	Strong

Action Step # 12

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)?	Community restaurants host meetings and donate meals, Community businesses (example: local banks) provide door prizes etc...
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Action Step # 13

Action Step	Maintain a classroom culture with minimal instructional disruptions by providing behavior expectations and professional learning on behavior management and mental health training thus equipping teachers and counselors with the skills to address social and emotional learning needs of students.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	I: Discipline Records, Attendance Sheets E: Decrease in discipline referrals
Method for Monitoring Effectiveness	review of discipline referrals, TKES observations, documented increased use of behavior intervention strategies
Position/Role Responsible	Administrators; Assistant Principals

Action Step # 13

Evidence Based Indicator	Strong
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Timeline for Implementation	Others : Ongoing Aug - May
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Little Ladies Big Hearts girls' club, local former athletes
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Action Step # 14

Action Step	Maintain safety and order in the classrooms and the school setting.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	I: Discipline Records; Safety Procedures E: Decrease of discipline referrals and accident/injury reports
Method for Monitoring Effectiveness	walk-trhoughs monitoring of facility requests and web tickets, documented safety drills

Action Step # 14

Position/Role Responsible	Administrators
Evidence Based Indicator	Strong

Timeline for Implementation Others : Daily

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Pulaski County Sheriff's Office; Pulaski County Fire Department
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Action Step # 15

Action Step	Upgrade and sustain the use of technology to assist in and enhance instruction in the classrooms.
Funding Sources	Title I, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 15

Systems	Supportive Learning Environment
Method for Monitoring Implementation	I: Technological Needs and supplying those needs; Purchase Orders; Budgets E: Observations of use of technology
Method for Monitoring Effectiveness	inventory tracking
Position/Role Responsible	Technology Director; Director of Federal Programs
Evidence Based Indicator	Strong

Timeline for Implementation Others : Ongoing Aug - May

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 16

Action Step	Seek community input to provide safe, healthy, and drug-free programs in the schools.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 16

Systems	Supportive Learning Environment
Method for Monitoring Implementation	I: Programs; Schedules; Surveys E: Presentations of high quality programs that are recommended by stakeholders
Method for Monitoring Effectiveness	reduced number of incidents related to safety, health related and / or drug issues
Position/Role Responsible	Assistant Superintendent, principals
Evidence Based Indicator	Strong

Timeline for Implementation Others : Aug - Mar FY20

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)?	The local Arts Council has provided programs in the past for the schools in the areas of anti-bullying and cyber bullying
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Action Step # 17

Action Step	Build staff capacity through staff meetings and book studies related to assessment, content area professional learning, vertical alignment, parent engagement, behavior, discipline, and classroom management
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Title V, Part B IDEA

Action Step # 17

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	I: Sign-in Sheets; Agendas E: Demonstration of practices
Method for Monitoring Effectiveness	increase in parent engagement
Position/Role Responsible	Family Engagement Coordinator, Administrators
Evidence Based Indicator	Strong

Timeline for Implementation Others : TBD based on identified needs

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family Connections, RESA
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Action Step # 18

Action Step	Provide resources that address ways to integrate health and safety practices into school and athletic programs.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	I: Acquisition of resources that are requested and needed E: Use of resources
Method for Monitoring Effectiveness	evidence of newly acquired resources
Position/Role Responsible	Administrators; Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	community agencies, local physicians, health dept.NAMI
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Action Step # 19

Action Step	Provide school personnel, administrators, and other stakeholders with knowledge and skills to use technology effectively, efficiently, and collaboratively to improve or increase instruction, data collection, and student achievement.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	I: Agenda from trainings; Sign-in Sheets E: Observations of skills being incorporated into use
Method for Monitoring Effectiveness	increased use of technology demonstrated in TKES evaluations
Position/Role Responsible	Instructional Technology Specialist; Family Engagement Coordinator; Assistant Superintendent
Evidence Based Indicator	Strong

Timeline for Implementation Others : Aug - May FY19 Weekly and Monthly

Does this action step support the selected equity intervention? Yes

Action Step # 19

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 20

Action Step	Publish a collectively agreed vision, mission and belief statements that define teaching and learning, including the expectations for learners.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	I: Survey Results; Handbooks; Website E: Universal knowledge and publication of these statements
Method for Monitoring Effectiveness	stakeholders are able to communicate the vision, mission, and belief
Position/Role Responsible	Superintendent, Assistant Superintendent, School Board
Evidence Based Indicator	Strong

Timeline for Implementation

 Others : July - Sept, 2018

Action Step # 20

Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Archway Partnership
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Action Step # 21

Action Step	Disseminate the Code of Ethics to all staff through the Employee Handbook and through Compliance Director training.
Funding Sources	N/A
Subgroups	N/A
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	I: Publication of Code of Ethics in handbook, on website, and during orientations E: Sign-off that all have received the Handbook and the Training
Method for Monitoring Effectiveness	Export completion report from Compliance Director
Position/Role Responsible	Assistant Superintendent; Administrators
Evidence Based Indicator	Strong

Timeline for Implementation	Others : Aug - Sept 2019
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Action Step # 21

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 22

Action Step	Implement staff supervision and evaluation process to improve professional practice and organizational effectiveness through TKES/LKES or other locally defined instruments as appropriate.
Funding Sources	N/A
Subgroups	N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	I: Agendas and Sign-in Sheets from Trainings E: TKES/LKES Observation Summaries
Method for Monitoring Effectiveness	Increase in level III TKES and LKES ratings for teachers and administrators
Position/Role Responsible	Administrators
Evidence Based Indicator	Strong

Timeline for Implementation	Others : Aug - May FY20
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Action Step # 22

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 23

Action Step	Continuously assess programs and organizational conditions to improve student learning and to ensure organizational effectiveness in support of teaching and learning.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	I: Agendas; Sign-in Sheets E: Monitoring of programs through administrative and leadership team meetings
Method for Monitoring Effectiveness	Walk-through data
Position/Role Responsible	Administrators; Assistant Superintendent, principals, program directors
Evidence Based Indicator	Strong

Timeline for Implementation	Others : Aug - May FY20
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Action Step # 23

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 24

Action Step	Attract and retain qualified personnel who support the system's purpose and direction.
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	I: Attendance at Job Recruiting Fairs; Interviewing and Selection Processes E: Certifications of teachers; Teachers meeting Professional Qualification Requirements
Method for Monitoring Effectiveness	retention data review of staffing needs and qualification criteria
Position/Role Responsible	Administrators
Evidence Based Indicator	Strong

Timeline for Implementation	Others : Feb - June 2020
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Action Step # 24

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA; P-20 Collaborative
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Action Step # 25

Action Step	Continue to implement and support the evening resource center one night per week for students and / or parents to provide an extended opportunity for improving student achievement thereby improving graduation rate
Funding Sources	Title I, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	sign in sheets on-site monitoring
Method for Monitoring Effectiveness	attendance credits earned projects completed stakeholder input
Position/Role Responsible	Program Coordinator Federal Programs Director
Evidence Based Indicator	Strong

Action Step # 25

Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family Connections Archway Partnership
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student Achievement in All Content Areas
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Economic situations of families create limited experiences and resources from which to draw on background of knowledge and limited exposure to language rich environments
Goal	Increase EOC and EOG achievement scores in all academic content areas and improve the Lexile scores to exceed the state targets.

Equity Gap

Equity Gap	Lexile identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA
Grade Level Span(s)	3 4 5 6 7 8 9 10 11 12
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	Professional development, training, and vertical alignment provided to teachers through collaborative communities in order to plan, implement, and monitor an aligned curriculum of GSE in all content areas with high expectations that promote creativity, innovation and collaborative problem solving. To include art, music, drama, and physical education.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	I: Agendas from Meetings E: Monitoring lesson plans; Classroom observations; Curriculum Maps
Method for Monitoring Effectiveness	participation in and review of vertical alignment meetings
Position/Role Responsible	Administrators; Academic Coach
Evidence Based Indicator	Strong

Timeline for Implementation Others : Ongoing Aug - May

Does this action step support the selected equity intervention? No

Action Step # 1

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

Action Step	Administer benchmark assessments and monitor the data across all content areas in all grades through progress monitoring. Utilize the data to provide additional instruction, enhanced resources or supplemental materials to address learning needs.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	I: Data Team agendas and sign-in sheets E: Assessment data results
Method for Monitoring Effectiveness	MAP data
Position/Role Responsible	Administrators; Teachers
Evidence Based Indicator	Strong

Timeline for Implementation Others : Aug - May FY20

Action Step # 2

Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Increase Lexile levels through increased non-fictional reading material, through a comprehensive supplemental K-6 reading curriculum, and progress monitoring.
Funding Sources	Title I, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	I: Use of Leveled Books, including non-fiction; Curriculum meeting agendas E: Lesson Plans; Classroom observations' Progress Monitoring Reports
Method for Monitoring Effectiveness	review of progress monitoring data, benchmark data, and Lexile levels
Position/Role Responsible	Administrators; Academic Coach; Teachers
Evidence Based Indicator	Strong

Action Step # 3

Timeline for Implementation	Others : Ongoing Aug - May
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Increase classroom observations with consistent system-wide guidelines to monitor classroom instruction.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	I: Training of leaders on TKES standards; Consistent process throughout district E: Formal and informal walk throughs and observations
Method for Monitoring Effectiveness	Inter-rater reliability checks
Position/Role Responsible	Administrators
Evidence Based Indicator	Strong

Action Step # 4

Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Ensure quality instruction in classrooms by funding class-size reduction teachers in K-8 classrooms and by providing instructional materials in all schools..
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	I: Needs of evidence-based professional learning; Resource needs; Salaries/Benefits of CSR teachers E: Needs Assessments; Budgets; Communication with ABAC Consortium; Differentiated Strategies in Lesson plans, observations, TKES; GMAS Scores

Action Step # 5

Method for Monitoring Effectiveness	tracking of class size data
Position/Role Responsible	Federal Program Director
Evidence Based Indicator	Strong

Timeline for Implementation Others : Ongoing Aug - May

Does this action step support the selected equity intervention? No

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

Action Step	Provide professional learning opportunities to increase the number of teachers, principals and other school leaders who will be effective in improving the achievement of all students. This includes training in: unpacking standards, building benchmarks and assessments, using data to drive instruction, understanding a child's needs, content strategies and resources, differentiated instruction and interventions, co-teaching strategies, and ESOL strategies and resources.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA Perkins

Action Step # 6

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	I: Agendas; sign-in sheets E: PL Effectiveness Evaluations; Improvement of student achievement
Method for Monitoring Effectiveness	increased student achievement
Position/Role Responsible	Administrators; Academic Coach; Assistant Superintendent
Evidence Based Indicator	Strong

Timeline for Implementation Others : Ongoing Aug - May

Does this action step support the selected equity intervention? Yes

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

Action Step	Provide professional growth opportunities for leader and teacher career advancement and/or lateral growth.
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Effective Leadership
Method for Monitoring Implementation	I: Sign-in sheets; Course agendas E: Results of GACE assessments; Course completions
Method for Monitoring Effectiveness	increased capacity of teacher leaders and administrators
Position/Role Responsible	Assistant Superintendent Principals
Evidence Based Indicator	Strong

Timeline for Implementation Others : Ongoing Aug - July

Does this action step support the selected equity intervention? Yes

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

Action Step # 8

Action Step	Provide a variety of communication tools for one-way and two-way communication with all stakeholders.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	I: Agendas; Emails; Sign-in Sheets; Multiple forms of media; Parent-Teacher Conference notes and attendance E: Positive Interactions from parents that express understanding
Method for Monitoring Effectiveness	Increased parental awareness and understanding of assessments
Position/Role Responsible	Family Engagement Coordinator; Academic Coach
Evidence Based Indicator	Strong

Timeline for Implementation Others : Ongoing Aug - May

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Involve parents in developing School-Parent Compacts and the Parent Engagement Policy.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	I: Completed Compacts and Policy E: Improved Academic Achievement and Parental Involvement as seen through Parent/Teacher interactions
Method for Monitoring Effectiveness	sign in sheets
Position/Role Responsible	Family Engagement Coordinator; Administrators; Federal Programs Director
Evidence Based Indicator	Strong

Timeline for Implementation Others : Ongoing Aug. - May

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family Connections Collaborative
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Action Step # 10

Action Step	Encourage family input and involvement in school-related activities - Academic Family events, Parent Trainings, Parent Cafe's, Family Connections Collaborative meetings, Transition Meetings
Funding Sources	Title I, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	I: Calendar of Events; Sign-in Sheets E: Greater participation in events
Method for Monitoring Effectiveness	increased attendance / sign in sheets
Position/Role Responsible	Family Engagement Coordinator; Family Connections Director; Assistant Superintendent
Evidence Based Indicator	Strong

Timeline for Implementation Others : Ongoing Aug - May

Does this action step support the selected equity intervention? No

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

Action Step	Integrate digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.Strategies to include teacher training of technology resources and how to incorporate them into lessons.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	I: Agendas and sign-in sheets from training on the integration of digital resources E: Observations; Lesson Plans
Method for Monitoring Effectiveness	evidence of increased use of technology in TKES data
Position/Role Responsible	Administrator; Instructional Technologist; Technology Director; Teachers, Principals
Evidence Based Indicator	Strong

Timeline for Implementation Others : Ongoing Aug - May

Does this action step support the selected equity intervention? No

Action Step # 11

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

Action Step	Continue to reinforce positive behavior expectations and provide positive reinforcement awards.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	I: Lesson plans; school-wide plans E: Decrease in Discipline Reports
Method for Monitoring Effectiveness	decrease in discipline data
Position/Role Responsible	Administrators; Counselors
Evidence Based Indicator	Strong

Timeline for Implementation

 Others : Ongoing Aug - May

Action Step # 12

Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Little Ladies Big Hearts girls' club, local former athletes, community businesses
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Action Step # 13

Action Step	Institute an Extended Learning Time or Remediation/Enrichment Time to provide extended opportunities for improving student achievement.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	I: Schedules E: Improvement in Student Achievement
Method for Monitoring Effectiveness	student achievement, stakeholder feedback
Position/Role Responsible	Administrators; Teachers
Evidence Based Indicator	Strong

Action Step # 13

Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 14

Action Step	Encourage teachers to add fields of certification by reimbursing for passing GACE scores in needed fields.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Internal processes for reimbursement at the district office including a copy of passing scores and receipt of payment for reimbursement.
Method for Monitoring Effectiveness	Increased flexibility of teacher assignments
Position/Role Responsible	District Office personnel Title II-A Director Principals

Action Step # 14

Evidence Based Indicator	Demonstrate a Rationale
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Timeline for Implementation	Others : Ongoing
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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)?	N/A
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3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Assessment Strategies and Uses
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	teacher training
Goal	Benchmarks and formative assessments in all content areas will be developed and the evidence will be used to plan instruction and monitor student achievement throughout the 2019-20 school year.

Action Step # 1

Action Step	Implement a universal screener to be used in literacy and math and train teachers on how to use data to plan instruction.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	I: Evidence of 3 probes E: Results of Screener; Use of results
Method for Monitoring Effectiveness	evidence of teacher use of data
Position/Role Responsible	Administrators
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Others : Aug-May
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Utilize academic coaches to facilitate professional learning and collaborative communities centered around creating benchmarks for each content area, gathering and analyzing the data in Data Team Meetings, using the data to plan instruction, provide interventions strategies and resources to use in remediation and/or enrichment classes to meet the individual learners' need and the system's learning expectations.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	I: Professional Learning Opportunities and Sign-in Sheets of benchmark development and ways to use the data E: Checking lesson plans; Scheduling of students/classes; Data Analysis Team Meetings

Action Step # 2

Method for Monitoring Effectiveness	review of benchmark assessment, review of benchmark data, evidence of teacher use of data
Position/Role Responsible	Administrators; Teachers; Academic Coach
Evidence Based Indicator	Strong

Timeline for Implementation Others : Aug - May

Does this action step support the selected equity intervention? No

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

Action Step	Training will be provided on building rigorous assessments, analyzing data, and selecting the appropriate strategies and resources to improve student achievement based on the data.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners

Action Step # 3

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	I: Agendas and sign-in sheets of training opportunities E: Creation of Benchmarks; Usage of the programs; Lesson plans
Method for Monitoring Effectiveness	rigor and DOK evidenced in assessments
Position/Role Responsible	Administrators, Teachers, Instructional Technologist, RESA/GaDOE Staff
Evidence Based Indicator	Strong

Timeline for Implementation Others : Aug - May

Does this action step support the selected equity intervention? No

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

Action Step	Parents and stakeholders will be made aware of the importance of assessments and the data by providing them with timely information on the administering and results of assessments.
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged

Action Step # 4

Subgroups	Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	I: Newsletters; Parent meetings; Emails; Letters; Phone Calls; Family Connections; Title I meetings E: Positive interactions from parents concerning test data
Method for Monitoring Effectiveness	parent feedback
Position/Role Responsible	Administrators; System Testing Director; Family Engagement Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

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

Action Step	Build capacity of school leaders and administrators to support teachers in using data and technology to improve instruction and personalize learning.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	I: Agendas; Sign-in Sheets E: Lesson plans of technology being used in classrooms
Method for Monitoring Effectiveness	evidence of use of data and technology in instructional practices during walk-through and observations at collaborative communities
Position/Role Responsible	Instructional Technology Specialist; Administrators
Evidence Based Indicator	Strong

Timeline for Implementation Others : Aug - May

Does this action step support the selected equity intervention? No

Action Step # 5

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, Serving Children, 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>Where appropriate, the district works to coordinate funding sources from all 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) to the extent allowable to ensure that all funds are being used in a manner that is necessary, reasonable, and appropriate to provide the needed resources for the system without duplicating services. Stakeholder meetings are held in May to plan for the following school year and February as a mid-year check point to measure progress toward the goals and activities and make any adjustments as necessary. Stakeholder meetings, Community Collaborative Meetings, and Title I Parent Input Meetings are used to share the district's activities and seek suggestions for improvement and opportunities to coordinate activities. These meetings are advertised on the website, in the local newspaper, push notification system, and flyers home with students in order to reach all stakeholders. During the meetings, stakeholders have face-to-face discussions with school and district personnel, community agency representatives, and business partners. The information gathered through these meetings is used when developing the District Improvement Plan.</p> <p>The Assistant Superintendent also serves as Federal Programs Director. The district employs a Programs Coordinator to assist with Student Support Services, Curriculum and Professional Learning, Federal Programs and Assessment which makes for easy coordination of timelines, needs assessment, professional learning requests, budgets and programming. School Personnel also sit on many community boards, such as the Family Connections Collaborative Community, Rotary, Archway Executive Committee and the Ed Foundation. A concerted effort is made to partner with as many community agencies and coordinate activities with community involvement.</p>
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Serving Low Income and Minority Children

Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<p>It is the Pulaski County School System's policy to ensure equitable access to and participation in its programs by all students regardless of their minority, income, or special needs status. Class sizes for all programs are determined by the number of students enrolled in each and the waiver for maximum class size. Students are equally divided among teachers in each program. Students are hand scheduled and reviewed for class size and balance of gender and racial makeup of the class. Class rosters are reviewed by the principal, assistant principal, and guidance counselor to ensure that low-income and minority children are not served disproportionately by ineffective, and / or out-of-field, and / or inexperienced teachers. TKES is implemented with fidelity to address the effectiveness of teachers. Professional learning opportunities are provided based on the individual and school needs. Our desire is to hire certified in-field teachers. However, when that is not possible, professional learning is provided to prepare these teachers to become certified in their teaching position. Induction teachers and administrators are provided with a day of orientation, an ongoing mentoring program and job-embedded professional learning. Support is provided to ensure equitable access to an excellent education for all students.</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include: how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy; how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded; how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time); how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and what measures will be used to determine whether district and school efforts are resting in improvements in teaching and student outcomes.</p>	<p>The District will support professional growth, job performance, and career development for teachers, principals, and other school leaders by providing mentoring opportunities, new employee orientation, induction programs, training for academic coaches, and other leadership and networking opportunities.</p> <p>Pulaski County has a systematic plan for providing professional growth opportunities that will meet the needs of our staff and students and will match the goals of our District Improvement Plan. These opportunities are for staff in all stages of their career development. Staff members must complete Professional Learning Plans or Professional Learning Goals in the Fall. These plans include personal and school/district professional learning needs. Data from the CCRPI and GMAS is received in the spring. This data is also used to determine the professional learning needs.</p> <p>Student needs are reviewed regularly to ensure that professional learning matches these needs. Goals in the District Improvement Plan are also determined from the needs seen by the data. Professional learning is provided as action steps to meet these goals.</p> <p>Professional learning is provided through HGRESA, through individual consultants, outside workshops and conferences, and/or through in-house facilitators. HGRESA provides evidence-based professional learning. Pulaski County's Academic Coach and Assistant Principals will be responsible for ensuring that in-house and job-embedded professional learning is evidence-based by researching sites such as What Works Clearinghouse. Where appropriate and feasible, administrators and/or staff members will be</p>
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Professional Growth Systems

	<p>required to redeliver strategies learned to the other schools' staff during common planning times and/or faculty meetings. This will build their leadership capacity as well as be a way to utilize resources efficiently. Strategies will include: creating a bank of unit plans that are continually being developed among staff within and collaboratively among other schools, improving classroom instruction, creating teacher websites and discussion boards for teacher collaboration and sharing of ideas, and conducting book study groups on relevant educational literature so that administrators and teachers can gain a broader view of the state of education. Teachers have been paid stipends to work after hours and during the summer to complete vertical alignment, and develop course units and common benchmarks/assessments. We allocate part of our Title I, Title II-A, Title IV-A, Title V, and IDEA Flowthrough funds to pay teachers stipends for attending other workshops and trainings during non-contracted times such as after hours or during the summer. This reduces our need to take teachers out of the classroom and provides them with an incentive for working during the summer. The classes attended in the summer may include classes offered through Heart of Georgia RESA or GaDOE. All programs are evaluated through an effectiveness survey and observations of practice to determine whether and how to expand exemplary concepts throughout the school system and to determine the effectiveness on student achievement. All professional learning received by all system personnel is documented and filed at the District Board Office.</p>
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PQ – Intent to Waive Certification

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

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> 1. for all teachers (except Special Education service areas in alignment with the student’s IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Certification for the current fiscal year is waived for all teachers except Special Education. However, content for special education teachers may be waived.</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>At a minimum, an applicant submitted to the BOE for approval in a teaching position should possess an undergraduate degree. CTAE teachers must have a minimum of a 2-year degree in their field and/or 5 years of work experience in their field. All applicants must hold a clearance certificate.</p>
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State and Federally Identified Schools

State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>Pulaski County has no schools that are state or federally funded. In the event the schools become identified, the school system will work with the Georgia Department of Education to identify and address needs for prioritized funding. The district leadership team will use technical assistance from the DOE to create an plan for any needed corrective action.</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>All students in grades 1-5 receive career related lessons. Students learn about goals and goal setting. During these lessons, students are introduced to careers, skills needed for those careers and inventories to help students match careers best suited for their likes/dislikes. All 5thgrade students are expected to complete a career portfolio. The CTAE department at the high school will join with core academic teachers to plan cross-curricular activities emphasizing the ways in which traditional courses play a vital role in high demand careers. Teachers will have time built in their schedule to work together in the development of engaging lessons. CTAE programs emphasize hands-on training for students in high demand occupations and/or industry. Hawkinsville High Schools (HHS) is proud to offer courses in Agriculture, both Horticulture and Ag Mechanics, Health Care Sciences or Food and Nutrition, and Business. Aircraft Structural Technology and Healthcare (CNA Certification) is offered as Dual Enrollment through Central Georgia Technical College. These areas were specifically chosen to prepare students to obtain certifications and, hopefully, a job in our local community and/or state. The Work Based Learning/Youth Apprenticeship Program coordinator works directly with students and business partners in an effort to provide students with the opportunity to receive real world work experiences while still in high school. Depending on when the student works, he/she may not only earn monetary compensation for hours worked, they may also receive academic credits that will act as electives required for high school graduation.</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>Behavior expectations are communicated to the students at the beginning of the year and reinforced throughout the year in all schools. PCES teachers spend a significant amount of time at the beginning of the year teaching and reviewing classroom behavior expectations. Parents are made aware of behavior expectations at the beginning of the school year and are notified frequently of behavior "glows and grows" through phone calls and the Remind app. We recognize students of the week for each class as well as students of the month. Students of the month receive a t-shirt compliments of Middle Georgia EMC. The students of the month get to enjoy lunch with their parents in the 'STARS Cafe' and are treated to a free ice cream. This program is very successful in encouraging positive behavior. Both the principal and assistant principal are visible in the classrooms daily and recognize positive behavior. The school counselor conducts "Check In/Check Out" to monitor student behavior. This procedure is used for students with behavior concerns. The school counselor also addresses behavior concerns through individual and small group conferences as the need arises. Character lessons and Behavior Expectation lessons are shared with the students throughout the school year. PCMS uses PBIS, (Positive Behavior Intervention and Supports), a systems change method that promotes positive behaviors in students. Strategies are developed that manage student behavior in classroom settings and outside of classroom settings. It is an all-encompassing system of behavior management where all parties involved are on board, so that behavior management is not produced in a piecemeal way. Instead, all students in a school are accountable with support to behave in ways that positively affect them personally, academically, socially, and from a health perspective. PBIS is designed to positively affect not only the student behavior, but student quality of life. The school staff will give tickets to students when appropriate to promote positive behavior. Students have the opportunity to use their tickets to purchase a reward. PBIS events will also be scheduled to promote positive behavior and perfect attendance at school. Classroom discipline has been shown as a need. Hawkinsville High School follows the guidelines of the Pulaski County Code of Student Conduct and Discipline</p> <p>Professional learning in the areas of classroom management, behavior, and discipline are routinely offered. A well-managed classroom with teachers equipped to handle discipline and behavior are fundamental to student achievement.</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>The middle school and high school counselors will visit each 8th grade homeroom to share information about transitioning to high school. They will discuss courses offered, graduation requirements, extracurricular opportunities, etc. At the end of the 8th grade year, students will tour the high school to orient themselves to the layout of the school. The high school counselor will conduct a parent/student meeting to discuss student schedules, HOPE scholarship, graduation requirements, school rules, etc. The high school will hold an open house the night prior to the start of the school year to give students a chance to pick up their schedules and to meet their teachers. During the first week of high school, the principal will meet with students to discuss rules and behavior expectations.</p> <p>The counselor, along with the CTAE Director and the Youth Apprenticeship Coordinator will work to provide opportunities for students to meet with representatives from local businesses, perspective higher education schools, and/or military recruitment officers. Students will have the opportunity to meet with local colleges during Senior Day to gain information about diploma and degree programs. Students are allowed one day during their senior year to visit the college of his/her choice in an attempt to decide about post-high school plans. Students are counseled beginning in the elementary school and continuing through middle school to high school concerning possible career options. Students have the time and resources to virtually investigate areas of interest. During high school, students will take the ASVAB to gain insight into their personal careers. During both middle and high school, students can take part in job shadowing. This first-hand experience often helps students see a job for what it really is; thus, providing an invaluable opportunity.</p> <p>Pulaski County Special Education Department participates in the Heart of Georgia Transition Alliance to better assist our students with disabilities in selecting possible career choices based on student interests and preparing them for post-secondary outcomes. a collaborations between the special education teachers and CTAE teachers helps foster efforts in this area.</p> <p>Through Dual Enrollment, students who are academically capable will have the option to begin their post-secondary education while still in high school. The high school counselor begins the discussion about Dual Enrollment options when students are still in 8th grade. Each year, she continues to provide information and to counsel students as to admission requirements and course offerings. She acts as the liaison between the high school and the colleges. All 9th grade students will participate in the YouScience program provided by GaDOE. This interest inventory will help the students to discover jobs and careers that hopefully they will enjoy doing. Through the Career Tech Ag. Ed. Program, students take part in hands-on experiences that train them for the work force. A WBL/YAP coordinator will help students who seek</p>
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Middle and High School Transition Plans

	employment during high school. He/she will advise students of work related protocols and monitor students in the work force.
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Preschool Transition Plans

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.	To better prepare Pre-K students for transition to Kindergarten, we align our expectations to those in elementary school, e.g. tardy time, attendance policy, behavior expectations, and communication procedures. The Response to Intervention expectation, procedures, and documentation will be aligned to those of the elementary school's in order to support student success. Professional learning opportunities will be coordinated between the Pre-K and elementary school to ensure vertical alignment in literacy and numeracy. We also have a Kindergarten transition night. Pre-K parents, as well as other parents who have registered their children for Kindergarten, are invited to the Elementary school to meet the administrators and Kindergarten teachers. Parents are invited to visit Kindergarten classrooms where teachers share information about expectations. The Title I Parent Liaison, APEX Counselors, and Family Connections Coordinator also participate by speaking and/or giving out information and resources. Trade books are given to each student. Any funding needed for this night is provided by private donors.
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Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in constation 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 mti-criteria selection to be used to identify the students to be served.	Pulaski County has no Title I Targeted Assistance Schools.
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Title I, Part A – Instructional Programs

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>Our elementary school and middle school are Title I School-wide Schools. Title I funds are used in a supplementary manner to further reduce class size at the elementary level and to provide additional support services including the Parent Liaison for both schools. Both schools will use its Title I instructional funds to purchase high-quality, evidence-based materials that will supplement materials supplied through local and QBE funding. It is the Pulaski County School System's policy to ensure equitable access to and participation in its programs by all students regardless of their minority, income, or special needs status.</p> <p>Pulaski County Elementary is a Title I School-wide School and these resources are used for class-size reduction, professional development activities that relate to improving student achievement, and for the cost of instructional materials, including computer based instructional resources.</p> <p>Pulaski County Middle School is also a Title I School-wide School which continues to provide teachers with smaller class size in critical area, professional learning opportunities to improve student achievement and instructional strategies to work with all students.</p> <p>The District employs an Academic Coach for K-8, a Family Engagement Coordinator that serves both schools. Both schools offer Accelerated Content Classes in all core areas. The Parent Involvement Coordinator provides activities for the parents to be involved in their child's school. These include meetings to educate the parents on the GMAS score reports and Parent/Teacher conferences. Parents also have specific grade-level meetings where they are invited to visit their child's classroom and have breakfast or lunch with him/her. The Family Engagement Coordinator organizes informational Parent Cafés at the Middle School. At the Elementary School, she has organized a PCES Parent Night where parents get the student experience of the classroom day and a Milestones information meeting where parents are given information and examples about the end of grade assessment for students in grades 3-5. She also continually communicates with the parents through newsletters, social media, and the school's websites.</p> <p>Pulaski County has no Targeted Assistance School or Neglected and Delinquent Institutions.</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; andhow the district will use the Migrant Student Information Exchange (MSIX).</p>	<p>Pulaski County School System uses the Occupational Survey provided by the GaDOE MEP Regional Office coordinator to identify migrant students. All schools will use the Occupational Survey Form with all new students and all returning students during back-to-school registration and is to any new student registering throughout the school year. The school counselors collect these forms. Any that are marked that they moved due to work are sent to the Consortium. The school is notified by the ABAC Consortium if students are to be coded as migrant in the school information system. The Migrant contact person collaborates with the Migrant Education Program and other community agencies such as DFACS to provide appropriate services for identified families and children.</p> <p>Pulaski County School System will follow system and state policies for transfer of students and has procedures in place to provide a timely transfer of school health and academic records for all students but particularly for migratory students. The process of transfer begins as soon as the parent/guardian provides the school with a formal signed release or by the request of records from the receiving school. Any student that transfers into or out of the district or state, including migrant students, are either given a copy of their withdrawal paperwork to take with them or the school is sent a request for records. Once a Records Request is sent to the prior school, records should be received within 10 days from the request. The district Programs Coordinator will use MSIX to help transfer records electronically as a second method of transferring school records to ensure enrollment and correct course placement decisions.</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 shod describe how it facilitates collaboration with ABAC consortium staff to ensure that these vnerable popations receive appropriate instructional support services.)</p> <p>2. Describe how the district will ensure the</p>	<p>Students that are identified as migrant are served through the migrant (preschool to 12, out-of-school youth and drop-outs) Consortium. The Pulaski County Programs Coordinator is responsible for turning the Occupational Surveys into the Consortium and the Consortium works with the school to identify needs of those students. The Consortium provides tutoring services for students in need, however tutoring is also available through our district's local evening Resource Center. The Consortium works with the schools to identify other needs and services, to include educational, health, nutritional, and social, to be provided to those migrant students and their families.</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>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>	
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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>According to the 2019 CCRPI reports, Pulaski County's 4 year graduation rate for all students was 87.62%. Graduation rate for students with disabilities was not calculated as there were too few students to make this determination. Graduation rate for 2020 has not yet been released. Graduation rate for all students including students with disabilities is the primary focus of all instruction. As such, equitable instruction and educational opportunities are provided to all students regardless of race, ethnicity, disability or socioeconomic status. All students have access to effective instruction, a positive school climate and specifically designed instruction for students with academic and / or behavioral weaknesses or disabilities. The special education director is leading an initiative to establish a clear, consistent, and organized process for Multiple Tiers of Student Support which includes a process for referring struggling students for intensive interventions. The school system has applied to be a part of the GaDOE MTSS cohort and utilize the MTSS application in the SLDS portal. The Special Education Director, Principals and counselors are assisting with monitoring and feedback to ensure that the procedures are carried out. Creating a multi-tiered systems of supports will address the needs of struggling students at all levels. A K-8 universal screener has been implemented to further develop the MTSS process. Plans are ongoing to to develop a comprehensive interventions bank (list). Teachers are being trained on the use of data to drive instruction and the part that progress monitoring plays in eligibility decisions as well as well written IEPs. Professional learning for differentiated instruction as it relates to MTSS is ongoing. The use of data and progress monitoring is observed in walk-through data as well as TKES observations. For students already having an IEP, professional development to enhance specialized instructional provides teachers with more strategies for individualizing learning based on the students' needs. Effectiveness of the professional development is measured by follow up visits to classrooms, specific student data, and classroom observations by special education director, academic coach, and principals. The use of technology is being increased and encouraged as a means of addressing differing learning styles. The system employs a part-time instructional technology coach to assist teachers with learning new technology to use in the classroom. Use of instructional technology is measured through walk-through data and TKES observations. As a means of delivering rigorous curriculum with high expectations for students with disabilities, special education teachers meet and plan with regular education teachers during collaborative communities, curriculum meetings, and grade level meetings. Instructional frameworks, pacing guides, and curriculum maps are encouraged as a tool to enhance lesson planning in co-taught classrooms. The Special Education Director is creating a content rich special education specific Google</p>
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IDEA Performance Goals:

	<p>Drive which includes co-teaching resources such as lesson planning templates, instructional and behavioral strategies and information on specific disabilities. Pulaski County will participate in GLRS LRE project to support co-teaching practices. As a part of the LRE project co-teaching coaches will develop a plan for observing and providing feedback for co-taught classes throughout the year. Observations will also consist of monitoring IEP driven accommodations. Face to face meetings and communications with special education staff will project a culture of higher expectations for the outcomes of students with disabilities. Pulaski County Schools partner with the Georgia Department of Labor Vocational Rehabilitation Services to provide job skills training and supported employment opportunities for SWD in the 11th and 12th grades. The high school principal, counselor, lead teacher as well as the special education director meet with Voc. Rehab at the beginning of the school year to discuss services for eligible students. Students in grades 9 - 12 have the opportunity to attend the I Can Conference in the spring of each school year which provides exposure to various job opportunities, post-secondary school opportunities, and a variety of job skill workshops. Pulaski County Special Education Lead Teacher for HHS and other teachers of SWD at the high school attend the Heart of Georgia Transition Alliance meetings to gain knowledge about transition opportunities in our area and to redeliver this information to students, parents and staff members. Students with disabilities meet with their case managers yearly or more often, if needed, to complete vocational assessments and to determine areas of interest for electives and elective pathways or to update areas of interest. Transition plans are then developed to provide goals and objectives to address post-secondary outcomes for students. Transition plans are reviewed annually as part of the IEP annual review process in which students are IEP team participants.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include: LEA procedures Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>Activities for Young Children and Child Find activities are monitored by the Pulaski County Special Education Department through a close collaboration with community agencies, local pediatrician, Pre-K Director, Head Start, DFACS and partnership with Communities and Schools. Training for these agencies is critical to ensure that procedures are being followed. Training is provided each year to ensure that young children in need of services are identified. Correction of any non-compliance also warrants additional training of individuals or groups as deemed necessary. Child Find is a process mandated by special education law that Pulaski County uses to identify, locate, and evaluate children and youth birth to age 21 who are suspected of having a disability or developmental delay which may result in a need for special education and related services. Child Find includes children, birth through age three, who may or may not be referred to and served through IDEA Part C; Babies Can't Wait operated by the Department of Community Health; preschool children ages 3-5 not yet eligible for state funded kindergarten; children enrolled in public schools as well as charter schools even if progressing from grade to grade; highly mobile children (including migrant children); children who are detained or</p>
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IDEA Performance Goals:

	<p>incarcerated in city / county operated jails or correctional facilities; children who reside in Pulaski County and are enrolled in home school; and parentally placed private school children including religious, elementary, and secondary schools.</p> <p>A variety of strategies are used to implement Child Find activities in Pulaski County. Community awareness activities are conducted so that anyone having knowledge of a child suspected of having a disability or developmental delay will know who to contact. Pamphlets explaining Child Find requirements, characteristics of developmental stages, and contact information for appropriate schools / agencies are placed in pediatrician's offices, public and private daycare providers, DFACS, and the local health department. These pamphlets are printed by the special education department and delivered to these locations at the beginning of each school year. The pamphlets are also made available in the lobby of each school and displayed at any activity in which brings the public into schools. The pamphlets are distributed at open house at each of the schools and during pre-k registration. The special education department also collaborates with community leaders and other agencies to have representation and / or information available at any appropriate events hosted in the community. Child Find notices are printed in the local newspaper and school newsletters in the spring of each year. Staff members in the special education department are responsible for submitting the article to the newspaper office and reminding the schools to include it in the school newsletter. We educate our faculty and staff of Child Find requirements and activities so that all employees of Pulaski County Schools know the steps to take if they become aware of a student who may need special services. Child Find is discussed at collaborative community meetings. . Screenings are conducted to consider whether or not an evaluation is warranted. For children transitioning from IDEA Part C; Babies Can't Wait Program, we complete identification and evaluation prior to the child's third birthday. For Pulaski County Pre-K students Child Find is aided by the Work Sampling System where student progress is monitored on 55 readiness indicators.</p> <p>Pulaski County employees are trained on Child Find by the special education director each year as a part of new employee orientation. Child Find information is submitted to the local newspaper annually in conjunction with pre-k registration.</p> <p>Work is being done to strengthen the collaboration between Babies Can't Wait, Headstart, and the school system. The special education director is partnering with the Family Connections Coordinator to bring education and awareness about Child Find and the programs, resources, and agencies available for providing services. A resource library is being developed to give parents and teachers access to information on child development, disabilities, and learning. Similar resources will be accessible through a parent's section on the school system's website that is currently under development. Training is provided to the pre-k special needs teacher based upon the needs of the students being served. Based on a department level needs assessment the Special Education Professional Learning Calendar for 2021-2022 includes the following topics: Updated Local Written Procedures, GO-IEP, Well written and compliant IEPs,</p>
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IDEA Performance Goals:

	<p>Behavior and classroom management, SDLMI, High Leverage Practices, Specialized Instruction, and eligibility criteria for each disability category.</p>
<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include: How teachers are trained on IEP/eligibility procedures and instructional practices How LRE is ensured The continuum of service options for all SWDs How IEP accommodations/modifications are shared with teachers who are working with SWDs Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>Providing quality educational experiences that are meaningful, challenging, and engaging in a safe and supportive environment for all students is the mission of Pulaski County Schools. We believe that each student should be provided with the services that he or she requires to achieve the goal of graduation from high school regardless of gender, race, ethnicity, socioeconomic background or disability. All students are provided with equal access to high quality instruction. Teachers are trained on the use of data to monitor progress and adjust instruction accordingly. Supports are in place for struggling learners through the RTI process. The special education director is working with a district team to establish formalized, consistent, and organized procedures for referral and tracking of student interventions. A professional learning calendar has been developed based on a needs assessment conducted in the special education department. Special education and general education teachers will be trained on topics related to the instruction of students with disabilities based on the needs of the students being served. Those topics include: Updated Local Written Procedures, GO-IEP, Well written and compliant IEPs, Behavior and classroom management, SDLMI, High Leverage Practices, Specialized Instruction, and eligibility criteria for each disability category. Additionally, special education teachers are included in school level professional learning communities with their respective grade level and / or content area. Paraprofessionals will be receiving a half day training on appropriate laws, strategies, and techniques to provide supported instruction to SWDs in the general education setting as well as in resource or self-contained special education settings. Paraprofessionals also participate in appropriate professional learning communities at each school. Staff and administration are provided with resources, information, and training on the State and Federal laws that govern FAPE and LRE as part of special education professional learning. At each IEP/Placement committee meeting, a continuum of placements is considered for each student to ensure that SWDs are provided FAPE within the least restrictive environment. Placement data is reviewed monthly by the special education director to ensure the provision of FAPE and LRE as annual IEP reviews are completed. Pulaski implemented GO-IEP in December of last year as another means to ensure IDEA compliance with regard to IEPs. As a result of having a new special education director and the implementation of GO-IEP new processes are being developed to organize the referral, evaluation, and placement procedures. Teachers have been given a special education notebook to serve as an organizational aid. Teacher training will be provided as procedures are developed and refined. Monitoring and supervision will be provided by school building administrators, special education lead teachers, and the special education director through the use of GO-IEP dashboard, observations, walk-throughs, and spot checks of IEPs.</p>

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>GO-IEP has been implemented as one means of ensuring compliance. Teachers are still receiving training on GO-IEP. New processes are being developed to organize the referral, evaluation, and placement procedures. Teachers have been given a special education notebook to serve as an organizational aid. Teacher training will be provided as new procedures are developed and refined. Staff and administration are provided with resources, information, and training on the State and Federal laws that govern special education. A monthly professional learning calendar has been developed for those and other special ed specific trainings throughout the year. Administrators will be trained on their access to GO-IEP for their buildings and how to use the dashboard and reporting features. Monitoring and supervision of compliance of the processes and procedures that govern special education regulations will be provided by school building administrators, special education lead teachers, and the special education director through the use of GO-IEP dashboard, observations, walk-throughs, verification forms and spot checks of IEPs. A SharePoint cloud-based storage system is being created to make commonly used forms and documents easily accessible and to share resources and information on specific topics. The Special education director attends initial eligibility meetings and as many annual review meetings as possible. Placement data is reviewed monthly by the special education director to ensure the provision of LRE, monitor the flow of IEP meetings and ensure compliant practices with regard to conducting meetings, and making placement determinations. At the school level, a buddy system is used to review IEPs prior to the meeting and the lead teacher reviews the IEP after the IEP meeting. The special education secretary gives the IEP one more review and finalizes the document. The special education director routinely conducts random compliance checks of IEPs and other special education documentation. Consents, evaluations, and placement are monitored on an excel tracking sheet to ensure that timelines are met.</p>
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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>(WR) Continuing [Overarching Need 1: Action Step 1] - Develop consistent district-wide MTSS and 504 processes to support academic achievement of all learners.</p> <p>(WR) Continuing [Overarching Need 1: Action Step 11] - Improve communication with parents and stakeholders by seeking input, employing a Family Engagement Coordinator that will provide family engagement resources, collaborating with Family Connections and parent activities, and by providing parent training and other activities at varying times and places.</p> <p>(WR) Continuing [Overarching Need 1: Action Step 17] - Build staff capacity through staff meetings and book studies related to assessment, content area professional learning, vertical alignment, parent engagement, behavior, discipline, and classroom management.</p> <p>(WR) Continuing [Overarching Need 2: Action Step 1] - Implement an aligned curriculum of GSE in all content areas with high expectations that promote creativity, innovation, and collaborative problem solving to include art, music, drama, and physical education.</p> <p>(WR) Continuing [Overarching Need 2: Action Step 3] - Increase Lexile levels through increased non-fictional reading material, through a comprehensive K-6 supplemental reading curriculum, and progress monitoring.</p> <p>(SH) Continuing [Overarching Need 1: Action Step 18] - Provide resources that address ways to integrate health and safety practices into school and athletic programs.</p> <p>(SH) Continuing [Overarching Need 2: Action Step 10] - Encourage family input and involvement in school-related activities - Academic Family events, Parent Trainings, Parent Cafe's, Family Connections Collaborative meetings, Transition Meetings</p> <p>(WR_SH) New [Overarching Need 1: Action Step 13] - Providing behavior management and mental health training to teachers and administrators will aid in establishing safe and healthy conditions and provide classroom culture with minimal disruptions for student learning.</p> <p>(WR_SH) Continuing [Overarching Need 1: Action Step 25] - Providing an evening resource center allows extended opportunities for students and parents to access academic assistance and technology resources.</p> <p>(ET) Continuing [Overarching Need 1: Action Step 7] - Training, resources and tools for school and system administrators to integrate technology and use data to improve teacher effectiveness thereby impacting student achievement.</p> <p>(ET) Continuing [Overarching Need 2: Action Step 11] - Integrate digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.Strategies to include teacher training of technology resources and how to incorporate them into lessons.</p>
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Title IV, Part A – Activities and Programming

	(ET) Continuing [Overarching Need 1: Action Step 15] - Upgrade and sustain the use of technology in the classrooms to assist in and enhance instruction, maximize student engagement and increase student achievement.
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will const 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>Stakeholder meetings are held in May to plan for the following school year and February as a mid-year checkpoint to measure progress toward the goals and activities and make any adjustments as necessary. Stakeholder meetings, Community Collaborative Meetings, and Title I Parent Input Meetings are used to share the district's activities and seek suggestions for improvement. These meetings and committee are comprised of representative of every sector of school staff, business partners, community members, parents, and local service agencies. These meetings are advertised on the website, in the local newspaper, push notification system, and flyers home with students in order to reach all stakeholders. During the meetings, stakeholders complete surveys and have face-to-face discussions with school and district personnel regarding activities to prepare, train, and recruit high quality teachers and administrators. The information gathered through these meetings is used when developing the District and School Improvement Plans, CLIP, and budgets.</p>
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<ul style="list-style-type: none"> • Intervention Effective – Maintain Activities/Strategies <p>The equity action plan was effective but the needs remain the same. We still have an extremely high number of inexperienced leaders and our Lexile levels continue to be below expectations.</p>
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<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>The job embedded training for leaders is much needed, very effective. We will continue to offer opportunities for training and development through workshops, conferences, and system-wide leadership team trainings.</p>
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<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>N/A</p>
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<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>N/A</p>
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4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

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

Title I, Part A	Pulaski County does not have any participating private schools.
Title II, Part A	Pulaski County does not have any participating private schools.
Title III, Part A	Pulaski County does not have any participating private schools.
Title IV, Part A	Pulaski County does not have any participating private schools.
Title IV, Part B	Pulaski County does not have any participating private schools.
Title I, Part C	Pulaski County does not have any participating private schools.
IDEA 611 and 619	Pulaski County does not have any participating private schools.