



District Improvement Plan 2022 - 2023



Glascock County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Glascock County
Team Lead	Jessica Miller
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	Less than 100%

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

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input 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
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3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Providing appropriate support and intervention to students in Reading/ELA with a focus on reading instruction to ensure student achievement levels improve.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Lack of vertical alignment of reading/ELA curriculum and implementation of an evidence-based reading/ELA curriculum.
Root Cause # 2	Inconsistent monitoring of reading/ELA curriculum implementation or coaching/modeling of instructional strategies.
Root Cause # 3	Inconsistent use of student data to drive instruction and determine if interventions are effective.
Goal	By the end of the 2022-2023 school year, Glascock County Schools will increase the percentage of students who are scoring proficient or above in Reading/ELA on the Georgia Milestones by 5%

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA
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-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Provide professional development to teachers, special education teachers, paraprofessionals, literacy coaches, and administration on ELA curriculum resources.
Funding Sources	Title I, Part A IDEA N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets Instructional Coach agenda/presentation materials
Method for Monitoring Effectiveness	Monthly classroom observations ELA Achievement Scores: HMH Reading Growth, Write Score, MAP Growth Reading, Acadience Reading
Position/Role Responsible	Literacy Coaches MTSS Coordinator/MTSS Facilitator Federal Programs/Special Education Director
Evidence Based Indicator	Promising

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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)?	Partnership with CSRA RESA to continue to provide expertise and training of Writer's Workshop. Partnership with the University of Delaware and Open Up Resources to provide expertise and training of Bookworms curriculum program.
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Action Step # 2

Action Step	Provide instructional paraprofessionals to lower teacher to student ratio and provide academic tutoring for students in ELA/Reading.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Paraprofessional schedules Sign in sheets Agenda/Presentation materials
Method for Monitoring Effectiveness	Paraprofessional observations ELA Progress monitoring scores
Position/Role Responsible	Literacy Coaches MTSS Coordinator Federal Programs/Special Education Director
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 2

Timeline for Implementation	Monthly
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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)?	The Glascock County School System partners with CSRA RESA and GLRS to provide expertise and training of paraprofessionals. Partnership with the University of Delaware and Open Up Resources to provide expertise and training of Bookworms curriculum program.
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Action Step # 3

Action Step	Implementation of Tier II and Tier III ELA/reading interventions.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Hours of instruction in intervention program Lesson plans
Method for Monitoring Effectiveness	Observations ELA/Reading Progress Monitoring Scores
Position/Role Responsible	Principals Federal Programs/Special Ed Director MTSS Coordinator SpEd Facilitator Literacy Coaches
Evidence Based Indicator	Strong

Action Step # 3

Timeline for Implementation	Monthly
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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)?	The Glascock County School System partners with CSRA RESA and GLRS to provide expertise and assist with monitoring. Program specific training is provided through these partnerships or through outside specialists.
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Action Step # 4

Action Step	Support and training through coaches and lead instructional teachers to support rigorous ELA core programs for grades K-12 and how to use assessments to identify areas of student weaknesses and grade level weaknesses and monitor progress in order to guide instruction and provide individual interventions.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets Agenda/Presentation Materials

Action Step # 4

Method for Monitoring Effectiveness	Teacher Observations ELA/Reading Progress Monitoring Scores
Position/Role Responsible	Literacy Coaches MTSS Coordinator Special Education Facilitator
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	L4GA literacy grant initiative and partnerships with community agencies and colleges will help implement this action step. Training provided through the L4GA grant initiative in partnership with GSU. Training for teachers on new core ELA program through the University of Delaware and Open Up Resources.
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Action Step # 5

Action Step	Provide academic tutoring/instructional support beyond the school year (before/after school tutoring, summer bridge) for students in grades K-8.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 5

Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets Hours of Instruction in support program
Method for Monitoring Effectiveness	ELA/Reading Progress Monitoring scores
Position/Role Responsible	MTSS Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Others : May/June

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 Glascock County School System partners with Family Connection and Communities in Schools of Glascock County, Inc. to provide afterschool opportunities to our students. Many of our teachers and paraprofessionals work in the afterschool program and are able to provide continued support to struggling students. The Summer Bridge program operates for four hours a day and students who attend are also enrolled in the FCCIS summer program to receive additional supplemental instruction in the afternoon.
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Action Step # 6

Action Step	Provide District-level Literacy Coaches and literacy paraprofessionals and school level Lead Literacy Teachers to support literacy instruction at GC Elementary and GC Middle/High School through PLCs, coaching, and modeling.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 6

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets Agenda/Presentation materials Lesson plans
Method for Monitoring Effectiveness	Teacher observations Teacher surveys ELA/Reading Progress Monitoring scores
Position/Role Responsible	Literacy Coaches
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)?	Partnership with CSRA RESA and area colleges/universities to provide endorsement training as needed.
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Action Step # 7

Action Step	Provide paraprofessionals with training on classroom management strategies, small group instructional strategies, and the 5 components of reading instruction to be utilized during small group instruction to provide intervention and enrichment activities based on student achievement data.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets Agenda/presentation materials
Method for Monitoring Effectiveness	Paraprofessional observations ELA/Reading progress monitoring scores
Position/Role Responsible	Literacy Coaches MTSS Coordinator Federal Programs/Special Education Director
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

Action Step # 7

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Partnership with CSRA RESA and area colleges/universities to provide endorsement training as needed.
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Provide appropriate support and intervention to students in math to ensure student achievement levels continue to improve.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Inconsistency in instructional curriculum, interventions, and implementation with fidelity to ensure that basic skills are met at each grade level.
Root Cause # 2	Inconsistent use of student data to drive instruction and determine if interventions are effective.
Goal	By the end of the 2022-2023 school year, Glascock County Schools will increase the percentage of students who are scoring proficient or above in Math on the Georgia Milestones by 5%.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	Mathematics
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-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Professional development for teachers, paraprofessionals, and administrators on best practices in math and activities to share with parents.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets Agendas/presentation materials
Method for Monitoring Effectiveness	Teacher Observations Math progress monitoring scores
Position/Role Responsible	MTSS Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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)?	Glascok County partners with CSRA RESA to provide ongoing support and assist with monitoring of PLCs.
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Action Step # 2

Action Step	Teacher training on unit planning, pacing guides, lessons, assessments, vertical planning, blended learning/instructional technology, and integrating STEAM and computer science into the math curriculum.
Funding Sources	Title I, Part A IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	lesson plans sign in sheets agendas/presentation materials
Method for Monitoring Effectiveness	Teacher observations Math progress monitoring scores Parent surveys
Position/Role Responsible	Principals MTSS Coordinator Federal Programs/Special Ed Director
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 2

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CSRA RESA offers professional development opportunities for teachers in math instruction. Glascock County School System also partners with area technical colleges and universities to provide dual enrollment opportunities in multiple areas, including STEAM and computer science, for our high school students. Augusta University has established a program for teachers to obtain the STEM Endorsement. A CTAE teacher has obtained the computer science endorsement.
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Action Step # 3

Action Step	Provide continued support and training through coaches, lead instructional teachers, and continued professional development to support rigorous math core program for grades K-12 and how to use information on formative and diagnostic assessments to identify areas of student weaknesses, grade level weaknesses, and monitor progress to guide instruction, provide individual interventions, and share information with parents.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets Agendas/Presentation materials

Action Step # 3

Method for Monitoring Effectiveness	Math progress monitoring scores Parent surveys Teacher surveys
Position/Role Responsible	MTSS Coordinator Federal Programs/Special Education Director Principals
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CSRA RESA offers professional development opportunities for teachers in math instruction. Glascock County School System also partners with area technical colleges and universities to provide dual enrollment opportunities in multiple areas, including STEAM, for our high school students.
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Action Step # 4

Action Step	Implement Tier II and Tier III math interventions
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Hours of instruction in math intervention Lesson plans
Method for Monitoring Effectiveness	Observations Math progress monitoring scores
Position/Role Responsible	MTSS Coordinator Special Education Facilitator
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

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

Action Step # 5

Action Step	Provide STEAM and Computer Science resources and activities for students
Funding Sources	Title I, Part A Perkins
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 5

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Lesson plans
Method for Monitoring Effectiveness	Observations Student surveys Math progress monitoring scores
Position/Role Responsible	Principals Gifted teacher Media Specialist Federal Programs/Special Ed Director
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Monthly
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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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3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Continued development and implementation of relevant and organized professional learning for teachers, paraprofessionals, and leaders.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Inconsistent use of student data to drive instruction and determine if interventions are effective.
Root Cause # 2	Inconsistent monitoring of PLC effectiveness.
Goal	By the end of the 2022-2023 school year, 100% of Glascock County certified staff (teachers, paraprofessionals, administrators) will meet or be working towards the professional learning requirements in the TKES, LKES, or CP.

Action Step # 1

Action Step	Provide professional development and training for teachers, paraprofessionals, and administrators in ELA/Reading and Math through coaches, lead instructional teachers, and PLCs focused on math and literacy instruction, best practices in content focused instructional strategies, and in grades 6-12 ELA vertical alignment.
Funding Sources	Title I, Part A Title II, Part A IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Sign in sheets Agendas/presentation materials Digital PLC folders/products
Method for Monitoring Effectiveness	Observations Teacher surveys
Position/Role Responsible	Principals Literacy Coach Federal Programs Director
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Partnering with NWEA for training on use of NWEA MAP assessments. Glascock County relies heavily on partnerships with CSRA RESA and GLRS to assist with professional learning needs. Partnership with University of Delaware for PL and coaching of Bookworms curriculum.
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Action Step # 2

Action Step	Provide new teacher induction training as well as year-long mentoring for new teachers.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Mentor logs Sign in sheets Agendas/presentations
Method for Monitoring Effectiveness	Observations Teacher surveys TKES scores
Position/Role Responsible	Mentors Principals Federal Programs Director

Action Step # 2

Evidence Based Indicator	Strong
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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)?	Partnership with CSRA RESA to provide TAPP mentor training.
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Action Step # 3

Action Step	Provide PLC opportunities and job-embedded professional learning for school-level and district-level administrators to continue to grow as leaders.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Agenda Training Materials

Action Step # 3

Method for Monitoring Effectiveness	LKES ratings
Position/Role Responsible	Superintendent Federal Programs Director
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Glascok County relies heavily on partnerships with CSRA RESA and GLRS to assist with professional learning needs; P-20 Collaborative
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Action Step # 4

Action Step	Provide opportunities for teachers and paraprofessionals to expand their certification/endorsement for teaching other concentration areas through the GACE, TAPP, college courses, or endorsements with an emphasis in computer science and special education.
Funding Sources	Title II, Part A Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Record of enrollment in endorsement programs Record of certificate add-on fields
Method for Monitoring Effectiveness	Recruitment and Retention data
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Glascok County relies heavily on partnerships with CSRA RESA and GLRS to assist with professional learning needs. Local colleges and universities to assist teachers with obtaining advanced degrees/endorsements.
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4. REQUIRED QUESTIONS

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

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>The core team consists of district level staff, school administrators, teachers, and representatives from Family Connections and Communities in Schools of Glascock County. Each of the core team members further disseminated and sought feedback from other stakeholders in their respective areas. A variety of employees, stakeholders, community leaders, parents and students were surveyed for input. Multiple meetings with these stakeholders provided open-ended dialogue as to the perceived strengths and challenges of the district. Based on survey results, stakeholder feedback from meetings, and assessment results, local schools created school improvement plans. These improvement plans were submitted to the district level and the information was analyzed from a district perspective. The district CNA and District Improvement Plan were created based on the overarching needs of the schools. Stakeholders (required and recommended) were involved with the development of the plans through surveys and face to face or virtual meetings. Drafts of the plans were posted online with opportunity for feedback from the public.</p> <p>The annual parent survey is conducted in the spring to foster input on programs provided with Title I, A and Title II, A funding (professional development, mentor teachers). These results are then shared with the leadership team and the School Governance Team for future planning. In an effort to use our funding sources collaboratively to ensure students have an effective educator each year, the team reviewed the data and determined the overarching needs of the district (ELA/Math) addressed an equity gap in student achievement. The following activities will be conducted this year to address these needs:</p> <ul style="list-style-type: none"> ● Professional development on Bookworms curriculum implementation; L4GA funded ● Paraprofessionals to teacher to student ratio especially in reading and math blocks; Title I, A funded ● Literacy Coaches, literacy paraprofessionals, and lead literacy teachers; L4GA funded ● MTSS Coordinator; ESSER funded ● Professional development for principals to continue to grow as school leaders; Title II, A funded ● Professional development in accelerated learning, computer science, instructional technology, literacy/reading, math, STEAM, and data analysis; Title I, A, Title II, A, and Perkins funded ● S.P.I.R.E. and Voyager Math for students below grade level; IDEA funded ● Read180, System 44 , and Springmath for intervention to address students needing additional instructional support; L4GA, Title I, A funded ● Mentor teachers for new teachers to provide support; Title II, A
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Coordination of Activities

	<ul style="list-style-type: none"> • Opportunities for teachers to expand certification/endorsement for teaching other content areas: Title II, A and Perkins funded <p>Glascok County Schools coordinates Title II, Part A activities and strategies with other Federal Programs such as Title I, Perkins, and IDEA. Title I and IDEA funds activities such as providing appropriate interventions for students. Title II helps ensure teachers are equipped with the strategies and skill sets necessary to increase students' academic achievement. The Federal Programs Director works closely with district and school personnel to ensure community/parent engagement activities and the goals of each Federal Program are not independent of themselves but are coordinated to support the district's overarching needs.</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<p>During the scheduling process, student placements are monitored to ensure that classes are equitable. There are two teachers per grade level in grades K through 8. In grade level teams, the teachers are content focused (ELA and Math/Science/SS in grades 1 and 2; ELA/SS and Math/Science in grades 3 through 8). There are singleton teachers in all content areas at the high school except ELA and math which have two teachers. TKES data indicates that Glascok County has effective educators. Local benchmark data is monitored quarterly to ensure students are progressing in math and ELA. Teachers who receive ratings of Needs Development or Ineffective on the summative evaluation will be placed on a remediation plan and assigned a mentor teacher. All Glascok County teachers are professionally qualified and all core academic teachers are 'in-field' in the area(s) in which they teach. The district seeks to hire teachers who meet professional qualifications when openings arise.</p> <p>GCSS has very few inexperienced teachers at this time. Teachers with less than three years experience are partnered with teacher mentors.</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p>	<p>During the CNA process, the team uses data from surveys (parent, teacher, paraprofessional, and administration), student achievement data (Milestones, CCRPI, local benchmarks), teacher assignments, transcripts, TKES summative evaluations, recruitment needs and efforts to date, retention needs and efforts to date, class size data, student record data, equity data, District Strategic Plan, formal and informal data (surveys, test data, discipline and attendance records, walk-through observation data, professional development plans developed for individuals / specialized groups).</p>
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Professional Growth Systems

	<p>All employees, including classified and support staff, have the opportunity for professional learning to enhance their knowledge and skills. Targeted professional development on content and pedagogy is provided throughout the school year through instructional coaches, teacher leads, and outside content specialists (CSRA RESA, consultants, etc.). Professional growth and improvement for teachers and leaders will be characterized by a focus on best practices in literacy and math instruction, Tier II and Tier III interventions, using data to drive instructional decisions, vertical alignment in grades 6-12 ELA, and content specific professional development. Literacy coaches and an MTSS Coordinator assist and support teachers in building their instructional capacity so they can reflect on and refine their practices to increase student achievement.</p> <p>The district continues to increase our focus on evidence based professional development that is sustained, collaborative, job-embedded, data-driven, intensive, and classroom focused for teachers, leaders, and paraprofessionals. The leadership team will work to design and implement professional learning communities that are based on identified needs. To determine if efforts are resulting in improvements in teaching and student outcomes, we will use student achievement data and personnel PLC surveys.</p>
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PQ – Intent to Waive Certification

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

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> 1. for all teachers (except Special Education service areas in alignment with the student's IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Certification is waived for all teachers except Special Education service areas in alignment with the student's IEP.</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>When the school district determines that alternative credentials can provide an equivalent quality instructor for a specific position and waives GaPSC certification (i.e. the teacher does not hold a GaPSC teaching certificate), the minimum professional qualifications are:</p> <p>Hold a Clearance Certificate; AND</p> <ol style="list-style-type: none"> 1. Bachelor's degree in the subject area assigned from an accredited institution of higher education; OR 2. Coursework in the subject area assigned (21 semester/35 quarter hours in subject specific courses) from an accredited institution of higher education; OR 3. A passing score on the GACE Content Area Test in the subject area assigned; OR 4. Six months work and employment experience in the field may count towards professional qualifications for CTAE Trade and Skill courses in grades 9-12. <p>All paraprofessionals must hold a Paraprofessional License and Clearance Certificate issued by the Georgia Professional Standards Commission.</p>
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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>The district has no CSI or TSI schools; therefore the optional set-aside will not be made. In the event of future identified schools, the district will prioritize federal funding for activities to address the targeted school(s) area(s) of identified need. The district will fully comply with the state's ESSA Plan as it pertains to assisting schools in need of support. The targeted school's College Career Ready Performance Index (CCRPI) will be enlisted to provide targeted support to struggling schools. Federal funds and state funds are utilized to provide equitable and targeted support to schools in the form of instructional and intervention support staffing, meaningful and relevant professional learning, and remediation in a variety of delivery methods.</p> <p>Schools submit their prioritized needs to the district each spring in preparation for the new year. The allocation of funds from the district to the schools is based on the prioritized needs submitted as well as student enrollment, achievement data, and other sources. Schools develop their School Improvement Plans based on data and determine appropriate SMART goals for the upcoming school year with district staff providing support and feedback in the development of these plans.</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>Elementary students participate in career awareness lessons each year beginning in 1st grade. Middle school students complete career interest inventories and prepare individual graduation plans before transitioning to high school. A plan has been developed and a middle school teacher is working to obtain the Computer Science Endorsement to offer Introduction to Hardware (the first course of multiple Computer Science Pathways) at the middle school for high school credit. High school CTAE teachers work with students to complete career pathways and take end of pathway credentialing exams.</p> <p>The following career pathways are currently offered at Glascock County Middle/High School:</p> <p><u>Business/Finance Pathways</u></p> <ul style="list-style-type: none"> ● Entrepreneurship; ● Business Accounting ● Financial Services ● Advanced Accounting ● Cyber Security ● Game Design ● Web and Digital Design <p><u>Agriculture, Food, and Natural Resources Pathways</u></p> <ul style="list-style-type: none"> ● Forest Mechanical Systems; ● Forestry Management Systems; ● Forestry Wildlife Systems; ● Horticulture Mechanical Systems;
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CTAE Coordination

	<ul style="list-style-type: none"> • Horticulture and Forest Science; • Agriculture Mechanics Systems (high demand; high skill); • Plant Mechanical Systems <p>Partnerships with the Warren County College and Career Academy and OFTC allow for additional opportunities for high school students and additional career options including: CNA, Early Childhood, and Welding. Juniors and Seniors are encouraged to participate in WBL opportunities if they meet eligibility criteria. The number of students interested in, qualifying for, and participating in Dual Enrollment and/or Work Based Learning opportunities is steadily increasing as students and parents become more aware of the benefits and opportunities.</p> <p>GCSS applies for the Perkins Plus grant EOPA option each year to fund testing for technical skill attainment.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	<p>Glascok County Schools are PBIS schools and have incorporated positive behavioral interventions and supports within school codes of conduct. Teaching of school appropriate behaviors is incorporated in the school day. District practice and procedures are set forth to ensure student time in class is maximized to the fullest extent without interruption. If there is a need for students to be removed from the classroom, work and student support are provided to ensure students do not lose the opportunity to master the Georgia Standards of Excellence. Student discipline data are reviewed monthly during the school leadership meetings to identify potential disparities between subgroups and high frequency incidents.</p> <p>Partnership with APEX to provide on site mental health counseling for referred students. MTSS includes and requires the implementation of research based intervention, Check In/Check Out, for students with behavioral concerns.</p> <p>Annual PL on de-escalation techniques for administration and staff working with at-risk populations.</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>Individual Graduation Plans are completed with all eighth grade students to thoroughly explore career pathways and identify areas of interest. The guidance counselor coordinates with the middle school and high school teachers to conduct a Freshman Orientation workshop prior to exit of 8th grade. The counselor works with the high school teachers to coordinate post-secondary visits (two per year for seniors, one per year for juniors). The counselor and FCCIS coordinates a career/college fair once every four years to allow students opportunity to discuss potential post-secondary and career options with current members. The school highlights a college and tech school each month on the bulletin board. The counselor coordinates with Ga Student Finance Commission to host parent workshops to assist with submission of financial aid. Counselor and staff work with students throughout the year to assist with GaFutures submissions and explore 3 career/colleges using GCIS throughout high school career during student advisement sessions with high school teachers and/or guidance counselor. GC Middle/High School requires seniors to complete Capstone projects in semester long career-related projects of interest.</p> <p>We have a partnership with local post-secondary institutes (OFTC) and Warren County College and Career Academy to allow Glascock County students to attend dual enrollment opportunities at the Warren County College and Career Academy. The Counselor provides dual enrollment information annually to students and parents beginning in middle school. Students and parents electing to participate in dual enrollment opportunities are walked through the process by the counselor's office.</p> <p>Beginning in the 8th grade, a Transition Plan is written as part of each swd's IEP which addresses the student's post-secondary goals, needs, preferences, and yearly activities to reach those goals. Transition plans are developed using transition surveys, student interviews, parent/student questionnaires. Students are referred to agencies who may assist with their post-secondary goals such as Vocational Rehabilitation. Case managers or the Special Education Director assist students in contacting the department at each post-secondary school that handles disability services in order to help students and parents understand what services will be available and what they will need to provide to the school to receive those services. A Summary of Performance is completed for all students with an IEP upon graduation which outlines their strengths, weaknesses, goals, and provides contact information of agencies which may be beneficial to them upon graduation. A copy of all current special education paperwork is also provided to them to provide to post-secondary schools.</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>The Washington County HeadStart program, area childcare centers, parents, and staff are invited to attend orientation meetings to Pre-K and Kindergarten to assist with the coordination and transition of 3 and 4 year olds to Pre-K and Kindergarten. To assist with students' transition from early childhood programs to kindergarten, the guidance counselor holds a parent orientation workshop to discuss the kindergarten curriculum, GKIDS assessment, information that students will be expected to know by the end of the kindergarten year, etc. In the spring, the HeadStart students are invited to spend a few hours with the Pre-K class to orient the students. We also have a fieldtrip day for the current Pre-K students to spend a few hours with the Kindergarten classes. These field trips provide the children with an opportunity to see what the Pre-K/Kindergarten classroom looks like, meet and greet the teachers, and gain confidence for the upcoming year.</p> <p>GCSS also conducts Child Find activities throughout the year to identify and service children who are suspected of having a disability and who are in need of special education services. This includes children ages three to five who may not be enrolled in a public school in Glascock County. The Special Education Director meets annually with representatives from home schools, private schools, and childcare centers to share information regarding the system's Child Find procedures. The Special Education Director coordinates with Babies Can't Wait representatives to provide a seamless transition into the school system.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p>	<p>There are no targeted assistance schools in Glascock County; however, Glascock County Elementary School and Glascock County Middle/High School implements a Summer Bridge program with Title I funds at the end of the school year for targeted students who are identified as at-risk of not meeting grade level standards in the upcoming school year. Since the program is not offered to all students, the school developed a multiple-selection criteria rubric based on academic performance criteria to identify those children who were most in need of summer acceleration/remediation in order to be successful at the upcoming grade level. The rubric included student performance on multiple grade level benchmark areas in reading and math, with points assigned based on student performance on end of year benchmark assessments in the corresponding area.</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>Glascok County Elementary school is a schoolwide Title I school. The school uses Title I funds to support effective instructional strategies in ELA, Math, Science, and Social Studies through the use of paraprofessionals, a summer bridge program, professional development in Tier II and Tier III interventions, and supplemental instructional programs for students identified as at-risk. Glascok County Middle/High School is a schoolwide Title I school. The school uses Title I funds to support effective instructional strategies in ELA, Math, Science, and Social Studies through the use of supplemental instructional programs for students identified as at-risk and professional development in ELA, math, and Tier II and III interventions. There are no neglected or delinquent facilities in Glascok County.</p>
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through: the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students; the timely transfer of pertinent school records, including information on health, when children move from one school to another; and how the district will use the Migrant Student Information Exchange (MSIX).	<p>An Occupational Survey is completed as part of the enrollment packet. If identified as migrant, the survey is forwarded to the District Coordinator for notification to the GaDOE MEP Regional Office and entry into MSIX.</p> <p>The school and district transfers student records within two school days after the request for records is received.</p> <p>If needed, Glascock County staff will coordinate with ABAC and MEP staff for assistance in expediting the transfer of student records and the use of MSIX.</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.)</p> <p>2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)</p>	<p>There are no migrant students in Glascock County at this time. In the event of enrollment, the district will coordinate with the MEP Consortium at ABAC to provide supplemental services to eligible migrant students and youth in the district. The records of migrant students will be reviewed and teachers will assess the needs of the students and request tutorial support if needed. Academic progress of these students will be constantly monitored and grade reports will be submitted to the Title I Director at the end of each grading period. A family profile will be administered upon student enrollment and will be used to help identify academic, social, health, and nutritional needs for the family.</p>
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Title I, Part C – Migrant Supplemental Support Services

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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: Description of your district's procedures Specific professional learning activities Plan to monitor implementation with fidelity</p>	<p>The guidance counselor at the high school level supports and closely monitors at-risk students, including those with disabilities. Special education teachers provide support for teachers in K-12 and assist with differentiation of instructional strategies to increase achievement in the general education setting for SWDs. The special education director and counselor work together in scheduling and graduation tracking for all students including SWDs. Instructional support/extension and study skills classes are available to all K-12 students to provide intervention, remediation, acceleration, study skills, or unit/credit recovery. Credit recovery is available for all students through Georgia Virtual Credit Recovery or APEX online credit recovery curriculum. The system has partnered with Vocational Rehabilitation and the High School High Tech Program to provide students options available in the community for post-school career and educational opportunities. The guidance counselor also serves as the Youth Apprenticeship/WBL Coordinator. All students interested in work-based learning opportunities work with the guidance counselor to determine if the student qualifies for a WBL placement. Work-based learning includes the development of a detailed training plan between the employer and apprentice; identification of specific work tasks that will develop workplace competencies; a minimum of 720 hours of on-the-job training; workplace mentoring; and instruction in general workplace competencies as well as all aspects of a chosen industry. All students including SWDs are provided information for dual enrollment through the guidance department. The guidance counselor works with all students to register for and schedule any required entry exams for dual enrollment classes. The IEP committee addresses scheduling and student supports for SWDs who express interest and are eligible for dual enrollment. Student supports documented in the student's IEP are shared with the dual enrollment teacher and monitored by the special education case manager and special education director each semester.</p> <p>Special education teachers will participate in professional learning for implementing SDLMI (self-determined learning model of instruction) this year in order to support students with graduation and post-secondary outcomes through East GA GLRS. Special education teachers at the middle and high school participate in professional learning focused on Transition Plans through GaDOE webinars, Transition Plan Development training through GLRS, and a district trainings on writing data-driven transition plans. The Special Education Director holds two General Supervision training sessions either face-to-face or electronically to review and clarify the Glascock County General Supervision Manual, policies, procedures, and practices related to special education. All special education teachers and</p>
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IDEA Performance Goals:

	<p>paraprofessionals are required to attend. Surveys are collected following each session to determine if additional technical assistance is necessary. Monthly observations by school or administrators are also utilized to determine the need for additional technical assistance support or professional learning. There are mandatory mid-semester reviews of attendance, discipline, and academic data of all SWDs at the middle and high school level by the special education case manager, counselor, and Special Ed facilitator. The Special Education Director shares course failure data for all high school SWDs at leadership meetings with principals and school leadership/data teams.</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 proceduresServices 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 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings</p>	<p>Glascok County School District conducts ongoing Child Find activities so that all children with suspected disabilities, including those who are homeless, are wards of the State, or are attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located and evaluated. Publication of child find activities is on the Glascok County School District website. Additionally, information is published and distributed annually to local daycare facilities, health department, churches, Head Start program, etc. Information is also available at each school. School District. The Special Education Director participates in the Pre-K Parent Orientation and provides parents with information regarding Child Find, screening activities which take place for all students enrolled in Pre-K and HeadStart in October, and who parents should contact if they suspect their child has a disability. The Glascok County School District participates in Child Find activities by working with Babies Can't Wait (BCW), the Health Department, daycare providers, local churches, physicians and families. Referrals from BCW are processed through a transition meeting with the preschool caseload manager 90 days prior to the child's third birthday.</p> <p>Referrals from other sources are processed using the required 60/90 day timeline for determining eligibility. Referrals for students, who are not enrolled in the Glascok County School System are processed through the Special Education office.</p> <p><u>Babies Can't Wait Referrals</u></p> <ol style="list-style-type: none"> 1. Babies Can't Wait coordinator contacts the Special Education Director at least 90 days prior to the child's third birthday. 2. A meeting is held with the BCW coordinator, parent, Special Education Director, and the preschool caseload manager to review information from BCW. 3. If additional information is necessary to determine eligibility for special education and related services according to Georgia Department of Education Rules and Regulations for Special Education, consent for evaluation is obtained from the parent/guardian and the child is scheduled for an evaluation by the evaluation team (may include the following: school psychologist, special education teacher, speech/language pathologist, and other related service providers, as needed).
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IDEA Performance Goals:

	<p>4. Once all information/data is gathered, an eligibility meeting is held prior to the child's third birthday to determine eligibility for special education and related services and to develop an IEP as appropriate.</p> <p><u>Community/Parent/Other Referrals</u></p> <ol style="list-style-type: none"> 1. The Special Education Director is the point of contact for the person making the referral. 2. The Director will schedule a meeting with parent/guardian to discuss concerns. 3. A Family Health Questionnaire and Pre-K Special Needs Referral form is provided to the parent/guardian. 4. Consent to screen is obtained from parent/guardian. 5. Hearing/vision screening is completed as well as a Developmental Screener. 6. A follow-up meeting is scheduled within two to four weeks to review the screening results and obtain information from the parent/guardian regarding the success of strategies used at home. 7. Based on screening results a referral is made for a full evaluation. 8. Consent to evaluate is obtained. 9. The child is scheduled for an evaluation by the evaluation team (pre-school teacher, speech/language pathologist, and other related service providers as needed). 10. An eligibility meeting is held within 60 calendar days or by the child's third birthday, if before 60 days, to determine eligibility and to develop an IEP as appropriate. <p>/olGlascock County has one special education teacher assigned to work with students aged 3 through 5. The special education teacher, SLP, and OT provide services in HeadStart, homes, and Pre-K classrooms. These services may include direct and related services from the special education teacher, SLP, OT, and any other service provider necessary as identified in the IEP.</p> <p>Professional learning on GELDS will be provided through Bright From the Start for both general education and special education teachers. Professional learning will continue through a book study focused on pro-social behavior in early childhood (Skillstreaming). This professional learning targets outcomes and transitions of preschool students through coaching, observation, and feedback. The special education teacher will utilize Skillstreaming activities in the Pre-K and Headstart classrooms to address pro-social behaviors with SWDs. Partnership with BCBA consultant to provide ABA therapy and training for staff. The Special Education Director and Elementary Principal conducts monthly observations of the Pre-K Special Education staff to determine the need for technical assistance or additional professional learning.</p>
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IDEA Performance Goals:

<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>The Special Education Director utilizes a professional learning calendar to ensure that each special education teacher attends an annual training on IEP and Eligibility procedures, FAPE, LRE, service delivery models, accommodations, and data driven IEPs. These topics are covered during two General Supervision training sessions, either face-to-face or electronically to review and clarify the Glascock County General Supervision Manual, policies, procedures, and practices related to special education. All special education teachers and paraprofessionals are required to attend. Special education teachers attend targeted professional development on IEP/eligibility procedures and instructional practices through East GLRS as identified through observations and record reviews. The Special Education Director and school administrators will attend LEA training offered through East GA GLRS for MDR.</p> <p>The Special Education Director, school principal, or Special Education Facilitator attends all IEP meetings as the designated LEA Rep. The LEA Rep. facilitates the IEP meeting and ensures the team arrives at a consensus when making LRE decisions. The Glascock County School District ensures that students receive a Free Appropriate Public Education (FAPE), in the least restrictive environment, as determined by the student's IEP committee. Considerations for LRE takes place during IEP meetings and is decided by the IEP team using the placement continuum to determine the most appropriate setting for the student.</p> <p><u>Placement Continuum:</u></p> <ol style="list-style-type: none"> 1. Document the student's current level of academic and functional performance. 2. Develop goals/objectives based on student's current functioning levels (academic, behavior, emotional, communication/language/pragmatic language, motor, sensory) to address the student's learning needs. 3. Determine which goals/objective can be taught in the general education settings, considering: a. Age-appropriate and content appropriate settings available b. Modifications to activities, materials, instructions and/or environments necessary c. Personnel support for the student, teacher, and/or class 4. For those goals/objectives which cannot be met in a general education setting, determine which special education goal/objective will be taught. 5. Determine settings or activities to provide additional opportunities for interaction with non-disabled peers. 6. Determine a method to evaluate the appropriateness of the LRE decision through ongoing assessment of student learning. <p>Glascock County Schools offer a full continuum of services to include:</p> <ul style="list-style-type: none"> • General education setting with no support • General education setting with support • Consultative Model • Collaborative Model • Co-Teaching Model • Supportive Instruction Model
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IDEA Performance Goals:

	<p>Special Education Setting● Small Group or Individual Services</p> <ul style="list-style-type: none"> ● Separate School ● Home Instruction ● Hospital/Homebound (short term or intermittent) ● Residential Services <p>Glascok County Schools utilize GoIEP so all general education teachers have access to student's IEP from the SLDS platform. The special education case manager is also required to review accommodations/modifications with each member of the student's team and is responsible for ensuring the IEP is followed as required and that school administrators are notified when there are concerns.</p> <p>The IEP development process is monitored using a system of checks and balances.</p> <ul style="list-style-type: none"> ● The GoIEP Dashboard is used by the Special Education Facilitator and Special Education Director to monitor that annual meetings, re-evaluation reviews, and IEPs are developed and implemented before they expire. ● Once the IEP meeting has been held and the IEP is written with any revisions noted at the IEP meeting, the case manager submits it to the Special Education Facilitator for review. There is a 3-day turnaround timeline for this process. ● A peer review form is completed by the special facilitator. At this point it is either forwarded to the Special Education Director because there were no revisions to make or given back to the case manager for revisions and resubmitted for review. Once it has been cleared by the Facilitator, the complete IEP packet (IEP, progress monitoring data, review sheet) is submitted to the Special Education Director. There is a 3-day turnaround timeline for this process. ● The Special Education Director will give the final approval and the IEP may be finalized and a final copy sent home to the parent. <p>At the monthly special education PLC meetings, the Special Education Director or Facilitator will choose 1 to 2 IEPs for review as a case study to conduct a compliance and FAPE review. There are mandatory mid-semester reviews of attendance, discipline, and academic data of all SWDs by the special education case manager, counselor, and Special Ed facilitator. The Special Education Director shares course failure data for all high school SWDs at leadership meetings with principals and school leadership/data teams. The special education department provides specialized instruction to SWDs using S.P.I.R.E., Read180, System 44, Voyager Math, and Skillstreaming. Teachers receive training in implementation of these programs through GLRS, special education staff, or outside consultants. Data from these interventions is used to drive instruction and monitor student progress of IEP goals.</p>
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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>Written policies and procedures are developed to ensure appropriate general supervision is aligned with state and federal rules and regulations. Special education teachers will facilitate special education programs to meet the unique learning needs of SWD. We will continue to revise SST/MTSS policies and procedures to ensure compliance with the state SST rule. High quality, sustained professional learning with monitoring will occur throughout the school year to confirm appropriate practices are in place.</p> <p>A system-level team will review all referrals for evaluation and special education consideration from the SST/MTSS process to verify that schools have implemented evidence-based interventions with fidelity before evaluating a child to determine if the student has a disability. Professional learning and technical assistance will be ongoing as outlined in the General Supervision Manual. Glascock County School System utilizes a professional learning calendar to ensure that special education teachers and school administrators have been trained on the general supervision manual.</p> <p>A Special Education Facilitator has been hired to assist the director with monitoring IEP paperwork for compliance with state and federal laws and regulations. Whenever non-compliance occurs, technical assistance from the Special Education Department will be provided; however, the individual teacher, facilitator, or a school administrator may request preemptive technical assistance at any time.</p> <p><u>Yearly training:</u></p> <ul style="list-style-type: none"> ● Special Education Director holds two General Supervision training sessions which all special education staff are required to attend. These sessions review and clarify the County's General Supervision Manual and the following topics:ul ● duties and responsibilities of IEP case managers ● timely and accurate data submissions ● IEP compliance (annual reviews, triannual reviews, transition plans, amendments, and manifestation determinations). ● Data collection and IEP progress reports ● Utilization of the GO-IEP platform ● County policies, procedures, and practices. <p>All new special education teachers must attend Go-IEP training. This training is provided over two days and is designed to ensure that all teachers know how to utilize the GO-IEP platform.All new special education teachers attend a new special education teachers course offered through the local GLRS.Middle and high school special education teachers attend Transition Plan Development training through the local GLRS and/or GaDOE transition webinars, and the Special Education Director holds training on writing data driven transition plans.<u>Monthly training:</u></p> <p>Each month the Special Education Director holds Special Education teacher meetings and Administrative Team meetings.</p> <p><u>Meeting Agenda (teachers):</u></p> <ul style="list-style-type: none"> ● Redelivery of Professional Learning and Technical Assistance, which have been provided by GaDOE ● Updates to the State's special education manual are discussed and any law
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IDEA Performance Goals:

	<p>changes are discussed</p> <ul style="list-style-type: none"> ● Updates to the county's general supervision manual are reviewed ● GO-IEP updates and technical assistance needs ● One to 2 IEPs are randomly selected to review as a "case study" review for compliance and FAPE. <p><u>Meeting Agenda (admin team)</u></p> <ul style="list-style-type: none"> ● Each school presents discipline data for SWDs ● GO-IEP reports are reviewed to monitor for compliance of timely/accurate data submissions ● School level concerns are addressed ● Names of newly hired special education teachers are placed on the monthly training calendar ● MTSS Coordinator provides overview of MTSS process and potential referrals ● Review all potential referrals for evaluation and special education consideration <p>Each month the Special Education Director holds a two-day Special Education New Teacher Orientation and GO-IEP training for any new teachers hired after the school year has started. This is a redelivery of the required countywide General Supervision training held twice a year combined with the annual Go-IEP training for new teachers. These monthly trainings are to ensure that all special education teachers have access to professional development regardless of when they are hired.</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> <ul style="list-style-type: none">1. In support of well-rounded educational opportunities, if applicable2. 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 step3. In support of safe and healthy students, if applicable4. 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 step5. In support of the effective use of technology, if applicable6. 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>Transfer 100% of FY23 Title IV, Part A.</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.

Transfer 100% of FY23 Title IV, Part A.

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies	Intervention Effective - Adjust Activities/Strategies
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>Benchmark and GMAS data showed an increase in the percentage of students scoring proficient across Reading/ELA (+4.14%) and Math (+9.78%) from the 2021 administration to the 2022 administration. GMAS data indicates that overall 30% of students in 3 through 8 are proficient in ELA/Reading. Adoption and implementation of the Bookworms ELA/Reading curriculum at the K-5 level resulted in a proficiency rate of 36.75% in grades 3 through 5, which is 7% higher than 2021 proficiency rate and a 2.85% increase in swd in grades 3-5 for ELA/Reading. However, gains in grades 6 through 8 in ELA were less than 2% over the 2021 proficiency level and the swd proficiency rate for these grades has maintained at 0% proficient.</p> <p>Based on these results, the LEA will maintain/adjust the funded strategy/action steps for continued PL in the new ELA/Reading curriculum Bookworms for K-5, Literacy PL for teachers and paraprofessionals, Data Analysis PL, Accelerated Learning PL, and Instructional Coaches with adjustments based on new data.</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	Intervention effective-adjust activities/strategies

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

<p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Benchmark and GMAS data showed an increase in the percentage of students scoring proficient across Reading/ELA (+4.14%) and Math (+9.78%) from the 2021 administration to the 2022 administration. GMAS data indicates that overall 40.8% of students in 3 through 8 are proficient in math. Action steps implemented and monitored through the instructional coach resulted in a proficient rate 14.35% higher in math at the elementary school (50.6%) and 7.45% higher at the middle school (35.93%). SWD subgroup experienced a 11.54% proficiency rate at the middle school; however, the elementary school did not see significant gains in math proficiency (0.77%).</p> <p>Based on these results, the LEA will maintain/adjust the funded strategy/action steps for continued PL in the best practices in math instruction, tier ii and tier iii interventions, Data Analysis PL, Accelerated Learning PL, and an increased focus on the inclusion of STEAM and computer science adjustments based on data. Observation data, survey data, and retention data support the effectiveness of assigning mentor teachers to new and ineffective teachers. We will continue to support new teachers (< 3 years teaching experience) with assigned mentor teachers to increase the retention of effective teachers and improve classroom instruction and student learning/achievement.</p>
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4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

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

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