



Comprehensive Needs Assessment 2024 - 2025 District Report



Rome City

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Eric Holland/Barbara Lashley
Multiple Program(s)	Federal Programs Director	Laura Walley
Multiple Program(s)	Curriculum Director	Coretta Stewart
Multiple Program(s)	School Leader (#1)	Brant Amerman
Multiple Program(s)	School Leader (#2)	Parke Wilkinson
Multiple Program(s)	Teacher Representative (#1)	Susan Mann
Multiple Program(s)	Teacher Representative (#2)	Brianna Castleman
McKinney-Vento Homeless	Homeless Liaison	Jassundra Bryant
Neglected and Delinquent	N&D Coordinator	Sunday Stephens
Rural	REAP Coordinator	NA
Special Education	Special Education Director	LaShonda Flanders
Title I, Part A	Title I, Part A Director	Laura Walley
Title I, Part A	Family Engagement Coordinator	Laura Bucio
Title I, Part A - Foster Care	Foster Care Point of Contact	Jassundra Bryant
Title II, Part A	Title II, Part A Coordinator	Laura Walley
Title III	Title III Director	Laura Walley
Title IV, Part A	Title IV, Part A Director	Laura Walley
Title I, Part C	Migrant Coordinator	Sunday Stephens

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Barbara Lashley
Multiple Program(s)	Testing Director	Jennifer Perkins
Multiple Program(s)	Finance Director	Greg Studdard
Multiple Program(s)	Other Federal Programs Coordinators	Sunday Stephens, Jessi Presley
Multiple Program(s)	CTAE Coordinator	Marores Perry

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Student Support Personnel	Marores Perry
Multiple Program(s)	Principal Representatives	Brant Amerman, Lisa Strack, Parke Wilkinson, Dennis Drummond, Christian Barnes
Multiple Program(s)	High School Counselor / Academic Counselor	Melody Burse
Multiple Program(s)	Early Childhood or Head Start Coordinator	Coretta Stewart
Multiple Program(s)	Teacher Representatives	Erin Hall, Abby Bowles, Stephanie Lewis, Nikki Huckaby
Multiple Program(s)	ESOL Teacher	Diana West
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	
Multiple Program(s)	ESOL Coordinator	Sarita Brock
21st CCLC	21st CCLC Program Director	NA
21st CCLC	21st CCLC Site Coordinator or Data Specialist	NA
Migrant	Preschool Teacher	NA
Special Education	Student Success Coach (SSIP)	Danielle Justice
Title II, Part A	Human Resources Director	Buffi Murphy
Title II, Part A	Principal Supervisors	Barbara Lashley, Eric Holland
Title II, Part A	Professional Learning Coordinators	Laura Walley
Title II, Part A	Bilingual Parent Liaisons	Laura Bucio, Ida Silva
Title II, Part A	Professional Organizations	PAGE, GAE, ASCD, GACIS, GAEL, GCEL
Title II, Part A	Civil Rights Organizations	NAACP, 100 Black Men of Rome
Title II, Part A	Board of Education Members	Toni Blanchard, Jill Fisher, Alvin Jackson, Pascha Burge, Faith Collins, Will Byington, Melissa Davis
Title II, Part A	Local Elected/Government Officials	Sammy Rich, Bill Collins, Craig McDaniel, Randy Quick, Elaina Beeman
Title II, Part A	The General Public	Candice Spivey, LaDonna Collins, Chris Butler
Title III	Refugee Support Service Staff	Sarita Brock, Laura Bucio
Title III	Community Adult ESOL Providers	Laura Bucio, William Carvajal - OLA Language Academy
Title III	Representatives from Businesses Employing Non-English Speakers	Rome Police Department, Don Neo's, Atrium Health
Title IV, Part A	Media Specialists/Librarians	Velvet Ferrari, Teresa Quilici, Melanie Arrington
Title IV, Part A	Technology Experts	Matt Stover, Kenneth Keiser
Title IV, Part A	Faith-Based Community Leaders	Carey Ingram, Scott McClure, Rondie Goode

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Bo Bushnell, Aisya Powell, Natalia Jones
Multiple Program(s)	Private School Officials	Jenny Rittgers, Rebekah Mathis
Migrant	Out-of-School Youth and/or Drop-outs	Vic Hixon
Title I, Part A	Parent Representatives of Title I Students	Yuliana Gonzalez, Shamika Adams, Lamante Attawd
Title I, Part A - Foster Care	Local DFCS Contacts	Tian Mayes
Title II, Part A	Principals	Dennis Drummond, Parke Wilkinson, Samantha Lindsey, Lisa Strack, Brant Amerman, Taurence Phillips, Christian Barnes
Title II, Part A	Teachers	Amanda Howell, Tiffany World, Brandy Riddle, Beth Rogers
Title II, Part A	Paraprofessionals	Sarah Anne Self, Roderick Ware
Title II, Part A	Specialized Instructional Support Personnel	Sabrina Teems
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Berry College, GYSTC, RESA, Shorter University, Georgia Highlands University of West Georgia
Title III, Part A	Parents of English Learners	Alexa Lopez, Carlos Medrano, Yoselin Meza

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Karen Faircloth, Linda Segars, Cassie Parson
Multiple Program(s)	Technical, College, or University Personnel	Julia Barnes, Chang Pu, Jackie McDowell, Terri Ponder, Jenny Carpenter, Mark Kozera
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Natasha Turner, Mary Bennett, Jennifer Boden, Marianny Vigoa, Stephen Daniel, Emily Strickland

Recommended and Additional Stakeholders

Program	Position/Role	Name
21st CCLC	21st CCLC Advisory Council Members	
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	Sharell McKnight
Migrant	Migrant PAC Members	NA
Migrant	Local Farmer, Grower, or Employer	
Migrant	Family Connection Representatives	Jennifer Jolly
Migrant	Local Migrant Workers or Migrant Community Leaders	
Migrant	Farm Worker Health Personnel	
Migrant	Food Bank Representatives	
Migrant	Boys and Girls Club Representatives	
Migrant	Local Health Department Representatives	
Migrant	ABAC MEP Consortium Staff	
Migrant	Migrant High School Equivalence Program / GED Representatives	
Migrant	College Assistance Migrant Programs	
Neglected and Delinquent	Residential Facility(ies) Director(s)	Candice Spivey
Special Education	Parents of a Student with Disabilities	Julie Carrasco
Special Education	Parent Mentors	Caroline Threadgill
Title II, Part A	School Council Members	

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	A district-wide feedback presentation was conducted in-person on April 18, 2024. This meeting was open to the public, but representatives from all stakeholder groups were specifically invited to attend so as to review our data, plans, and give us input. Information about the meeting was distributed to parents and community stakeholders via letters, social media, text blasts, and email. Interpreters were available as needed. Teachers, parents, administrators, community members, and students were in attendance.
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How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Stakeholder feedback was allowed continually throughout the planning and revision process. Feedback was allowed in multiple forms. Stakeholders could give feedback verbally or in writing during meetings as well as through shared google forms/surveys. Additionally a feedback form is available all year in each school office, the district office, and online. Email or phone calls were also used to follow through with planning and revision needs. Anyone who has wished to give feedback has been included in the process. As the needs assessment and improvement planning process is ongoing, continual meetings will be held and feedback will be elicited.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.27
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.27
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.35
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores.	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.2
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.19
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.14
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.02
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.04
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.13
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores.
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2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.27
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.38
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.27

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.35
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.23
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.23
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.35
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.27
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.31
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.35
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.23
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.23
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.35
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.27
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.34
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.31
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.14
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores.
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2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.38
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.27
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.14
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.27
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.38
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.27
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.35
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.23
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.23
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.35
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.27
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.34
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.2
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.19
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.14
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.02
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.04
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.43
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.13
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.31
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.14
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Title I Parent Engagement & Equity survey data, Needs assessment data, Student climate survey data, Parent climate survey data, staff climate survey data</p>
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<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>We need to keep working on parent engagement. We need to improve representation among the parents of our students in various subgroups such as SWD and English Learners. Secondary student survey results also indicate a disconnect between students' perception of teacher practices and teachers' perception of their own practice.</p>
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>Feedback from parent trainings, TKES/LKES summatives, PBIS/discipline data, mentor training participation, MTSS participation rates (Tier 2/3), special education referral rates, professional learning participation, student advisory participation, participation rates for student and family events, participation rates in extracurricular activities</p>
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<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")</p>	<p>Although we have very positive practices in place, there is room for improvement. Data demonstrates that the system needs consistency in curriculum (the system adopted a Tier I ELA program for elementary literacy, but needs to continue to focus on math at all levels and secondary literacy), streamlining of system procedures, vertical and horizontal alignment among schools, and a focus on addressing disparities in subgroup achievement. The MTSS process needs to be refined and clarified. There also needs to be a focus on literacy best practices as well as streamlined curricular resources.</p>
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What achievement data did you use?	MAP, GMA, AP, SAT, ACT, GKIDS, EOPA, Accuplacer, ACCESS, graduation rate
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What does your achievement data tell you?	We continue to perform below the state and our own expectations in all content areas. The state and our RESA district outpace us in many grades and content areas at a few schools. Early literacy is a continued area of concern. There is a disparity in achievement among the elementary schools. Subgroups such as English Learners and SWD lag behind their peers in student achievement. However, the graduation rate has held steady for the past three years and we anticipate improvement with the pending data.
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What demographic data did you use?	PowerSchool, ethnicity, gender, socioeconomic, disability, English competency
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What does the demographic data tell you?	Our demographics continue to become more diverse. We have become a minority majority school system. The number of students identified as English Learners continues to grow. The percentage of students who live in poverty also continues to increase.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<ul style="list-style-type: none"> - There is a consistent analysis of qualitative and quantitative data; however there is a need to focus on deeper analysis of student work and norming practices of assessments. - There is a need for common formative assessments across the system. - There is a need for consistent formative observations of classrooms by instructional leaders, administrators, and other district personnel. - We need to analyze the effect of weekly grade-level or department collaborative meetings, monthly data team meetings, and district professional learning. - We need to provide structure and guidance for collaborative planning for all schools (this has been a focus for the two federally identified CSI schools) - Continuing focus on vertical alignment has highlighted areas of growth and the need for increased collaboration among schools, especially in transition years. We need more opportunities for vertical planning. - Effective co-teaching is an area that many teachers and administrators indicate is a need for continued professional development - We have identified a need to develop standardized benchmark assessments in all content areas. - We have identified a need for PL in prioritizing focus standards in each content area. - We have identified a need for targeted reading instruction, including screening secondary students for reading difficulties. - We have identified a need for foundational reading skills at the elementary level. An approved high-quality instructional materials (HQIM) was adopted Spring of 2024 with implementation set to begin during school year 2024-2025.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<ul style="list-style-type: none">-As a district, RCS has a clear vision/mission. We have clear goals with strategies aligned to them. Within the schools, there are ample opportunities for shared leadership.-Teacher leaders can participate in various groups to assist in school improvement. The leadership team at the school and district level works together on school and district improvement.-There is a need to identify and address leadership development. We have implemented a specific professional learning needs assessment for leadership so that we can ensure these needs are met. We are in the process of redesigning our system level aspiring leaders program.-As with the instructional system, it is also noted that several processes are effectively in place but there is a need to monitor implementation in order to truly assess effectiveness. There is also a need for improved collaboration among schools.- We have several new principals and APs. There is a need to create a structured and intentional PL program for them that is tied to the strategic plan and CNA.
<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<ul style="list-style-type: none">-There is a need to work on the follow-up of the professional learning to ensure that teachers are being supported in the implementation of what they learned in a non-punitive way through observations by administrators and academic coaches.-Leaders need support in monitoring the implementation of PL with actual student achievement data.-Teachers and leaders need support with identification of subgroup concerns and ensuring effective PL to assist with strategies.-There is a need to provide more PL for school leaders due to their relatively low years of experience.-We will improve the timely assessment and evaluation of PL through the use of Google Forms.-We need to improve the PL opportunities for non-core content teachers, such as CTAE, fine arts, and exploratory.
<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<ul style="list-style-type: none">-Processes seem to be effective and are becoming more streamlined with the creation of a district family engagement position. The coordinator, school social worker, parent mentors, and school counselors provide families with important links to resources in the community and encourage their ongoing participation in their children's academic careers. Current community partnerships are thriving and there is ongoing evaluation to meet emerging needs.- The addition of more bilingual parent educators has been an effective use of funds to reach our Hispanic families.-Parent participation is increasing at the elementary level and overall feedback is very positive. We continue to seek ways to get secondary parents more involved. Parent surveys indicate needs with timing and frequency of communication as well as time of day of events in some schools.

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

	<ul style="list-style-type: none"> -Parent events created around fun and engaging activities have the highest participation rates. One example is the Howl-O-Ween Literacy Festival. -Home visits continue to be a priority for families that appear to be disconnected. Parent mentors have been an integral part of this outreach. - SchoolStatus digital communication platform has been an integral component of parent outreach this year by providing a direct link between teachers and parents via text, phone call, and email. It is also translated into multiple languages. - The addition of the Rome City Schools' Parent Resource Center will create a district space and hub for family engagement including parent/caregiver trainings.
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<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<ul style="list-style-type: none"> -RCS has consistency in procedures to identify and provide services for students in special education, gifted, SST, 504, ESOL, and RTI. -PBIS is implemented district-wide. This has shown the need for additional behavioral supports. -Key system staff members have been trained to administer functional behavior assessments and develop and monitor behavior intervention plans. -Mindset conflict resolution training is provided each year to administrative staff and other key personnel. -District support is provided to help ensure consistency across the district. -We will continue school-based mental health partnerships with Atrium Floyd Medical, Restoration Rome, TBRI organizations, and the newly developed partnership with Kennesaw State University. -Trust Based Relational Interventions and Supports (TBRI) will continue to be implemented in most elementary schools. -A partnership with Atrium Health has provided schools with school nurses, emergency equipment, first aid kits, and emergency training for staff. -Focus on and develop additional programs such as CTI, WIOA, and Dual Enrollment to assist students in transitioning to the work force after high school
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<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<ul style="list-style-type: none"> -Continual growth in programs such as EL, SWD, and 504 -Continual growth in percentage of students who live in poverty -Focus in gifted identification that represents the diversity of the student population. The referral percentages closely mirror our population percentages. -Accessibility of data on subgroups -Continual growth of the PPA as needs emerge will assist schools and the district as a whole with support of student needs -Continual growth in percentage of English Learners at the secondary level, including newcomers
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

	-Teacher retention continues to be a concern.
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<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Rome City Schools saw district increases in comparing grade level Literacy GMAS data from SY23 to SY24 in 3rd grade, 5th grade, 8th grade, and American Literature with American Literature showing the greatest increase. We saw decreases in 4th grade, 6th grade, and 7th grade with 7th grade showing the greatest decrease. Data: 41.7% Beginning, 29.0% Developing, 22.5% Proficient, and 6.7% Distinguished</p> <p>We have no information for Mathematics GMAS; these results will become available in September 2024, following the setting of achievement standards by the Georgia Department of Education. Data: NA</p> <p>Rome City Schools saw a district increase in comparing grade level Science GMAS data from SY23 to SY24 in 5th grade. We saw decreases in both 8th grade and Biology. Data: 43.8% Beginning, 24.8% Developing, 23.3% Proficient, and 8.1% Distinguished</p> <p>Rome City Schools saw a district increase in comparing grade level Social Studies GMAS data from SY23 to SY24 in 8th grade and a slight increase in US History. Data: 31.6% Beginning, 45.4% Developing, 18.4% Proficient, and 4.6% Distinguished</p> <p>Literacy and mathematics are areas of focus for Rome City Schools with goals in improving GMAS data. With Literacy, our area of focus is complex texts and (#1) the implementation of Core Knowledge Language Arts (CKLA) curriculum with both integrity and fidelity and reaching the goal of foundationally implemented at all elementary schools by the end of SY25, (#2) the full implementation of EL Education Language Arts Curriculum with both integrity and fidelity at the middle school level by the end of SY25, and (#3) the full implementation of CommonLit with both integrity and fidelity at the high school level by the end of SY25. With mathematics, our area of focus is the full implementation of the Georgia Standards of Excellence Mathematical Frameworks with both integrity and fidelity.</p> <p>Rome City Schools saw district increases in cohort Literacy GMAS data from SY23 to SY24. There was cohort growth from 3rd grade to 4th grade, 4th grade to 5th grade, and 7th grade to 8th grade.</p> <p>Literacy MAP data: Rome City Schools showed a year long (Fall 23 to Spring 24) slight achievement increase in 1st grade and 5th grade, however, a decrease in 2nd, 3rd, 4th, 6th, 7th, and 8th grades. Math MAP data: Rome City Schools showed a year long (Fall 23 to Spring 24) achievement increase in 1st, 2nd, 3rd, 6th, and 7th grades, however, a decrease in 4th, 5th, and 8th grades. Our kindergarten students did not complete MAP testing in Fall 23 but did complete MAP</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>testing in Winter 23 and Spring 24. In both Literacy MAP data and Math MAP data, the kindergarten students showed an incredible increase in achievement. The 61%+ Achievement MAP data showed a percent increase of 68.6% in literacy and a percent increase of 34.4% in math.</p> <p>Literacy GMAS data. Literacy: Non-Sped Students' data 37.2% Beginning, 30.9% Developing, 24.8% Proficient, and 7.1% Distinguished compared to Sped Students' data 80.9% Beginning, 14.4% Developing, 4.1% Proficient, and 0.6% Distinguished; Non-EL Students' data 36.5% Beginning, 30.3% Developing, 25.6% Proficient, and 7.5% Distinguished compared to EL Students' data 68.4% Beginning, 23.4% Developing, 7.3% Proficient, and 0.9% Distinguished</p>
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IDEA - Special Education

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

Strengths	<p>Strengths:</p> <ul style="list-style-type: none"> ● Rome City Schools employs two full-time Board-Certified Behavior Analysts (BCBAs) to provide support to students with challenging behaviors and the teachers who serve them. The BCBAs conduct Functional Behavior Assessments (FBAs) and develop Behavior Intervention Plans (BIPs) for students in SST and Special Education. They provide professional learning for teachers in the areas of behavior acquisition and reduction strategies and adaptive behavior. ● We continue to grow the number of Dyslexia-endorsed special educators and general educators by partnering with Northwest Georgia RESA.
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Challenges	<p>Challenges:</p> <ul style="list-style-type: none"> ● Recruitment of trained, highly-qualified certified special education teachers and speech-language pathologists. ● Teacher retention. ● Professional learning for alternately certified special education teachers.
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IDEA - Special Education

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

	<ul style="list-style-type: none"> ● Continuing to manage evaluation timelines with increased rate of referrals compounded by the inability to fill the vacancies with full-time, in-person employees. ● Improving delivery of specially designed instruction for students served in small group classrooms. ● Improving collaborative and co-teaching instructional models in the general education classroom. ● Improving post-school outcomes for students with disabilities due to the wait lists for post-secondary agencies serving students with disabilities in our area.
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<ul style="list-style-type: none"> -Process and documentation are organized and shared district-wide. -The timeline for parent documentation and SWP planning/revising is earlier so that schools can be prepared at the beginning of the year. -Funds are allocated to schools with clear communication, and they clearly know in advance what they have to address their needs. -Quarterly impact checks/meetings are conducted with school administrators to facilitate communication and ensure that programs are implemented with fidelity. -Needs assessments are conducted mid-year after MAP administration to determine if additional support is needed to meet student achievement goals.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I - Part A - Improving Academic Achievement of Disadvantaged

Challenges	<ul style="list-style-type: none">-Funding is not consistent-The poverty percentage for schools varies widely and makes it difficult to fund positions that all schools want. Just because two schools have less poverty doesn't mean that they don't have needs.-A huge percentage of funding is used for personnel; evaluation of the efficacy of this funding is sometimes unclear, but we are fine-tuning our process to determine a proper evaluation.-Managing equitable services continues to be a challenge.
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Title I, Part A - Foster Care

Strengths	<ul style="list-style-type: none">-We have a good collaboration between the schools, the district, DFCS, and community resources.
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Challenges	<ul style="list-style-type: none">-We are not yet receiving McKinney-Vento support which would allow for a more targeted approach
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Title I, Part A - Parent and Family Engagement

Strengths	<ul style="list-style-type: none">-We are becoming more consistent across the district in how we communicate and what we offer to all parents. Meeting templates are created at the system level and shared with schools so that they can adapt them to their needs.-Parent surveys have included helpful suggestions for improving outreach.-The district family engagement coordinator has enabled better support and consistency. Our coordinator is bilingual which allows us to reach more parents.-The pandemic caused us to offer more virtual meetings, and parent response has been favorable.-We opened a district Parent Resource Center that support parent engagement through the offering of trainings and courses to support parent learning so they are better equipped to support their students with academic course work and social-emotional learning strategies.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Parent and Family Engagement

Challenges	<ul style="list-style-type: none"> -Consistent low participation rates, especially at high-poverty schools -Removing barriers in order to increase family participation -Declining participation at the secondary level -Parents have indicated a favorable response to system-wide meetings and events, but funds are lacking to support these large endeavors.
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	We have two migrant students. We will continue to serve them through the ABAC consortium as appropriate while enrolled, and provide parental support for those who may not enroll.
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Challenges	We have had a small number of migrant students this year. We will continue to serve migrant students through the ABAC consortium as appropriate while enrolled, and provide parental support for those who may not enroll. There have been very few challenges in serving these students.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	<ul style="list-style-type: none"> -We collaborate with the local college to provide tutoring services for these children. -Additional teachers provide services. -We have a good working relationship with Open Door Home administrators. -We utilize funds for resources the students need for school and equipping the home with technology the students need to extend their school work at home, including WiFi hotspots for virtual tutoring.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

Challenges	<ul style="list-style-type: none"> -We need to increase collaboration with more community resources and the Open Door Home board members to ensure we are providing all that we can. -Another challenge is the transience of these students within the system and providing support to them when they transition between schools. -We need to increase the number of content area teachers who are willing to provide needs-based tutoring through this program.
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Title II, Part A - Supporting Effective Instruction

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

Strengths	<ul style="list-style-type: none"> -We are able to maintain a majority of teachers who are qualified to teach current assignments by the end of the year through use of funds for professional learning and/or assessments. -We offer many professional learning opportunities for teachers through system-based and school-based professional development sessions during the year with an emphasis on the Science of Reading. -We have strong participation in endorsement programs such as reading, ESOL, gifted, and dyslexia.
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Challenges	<ul style="list-style-type: none"> - At some schools, there is still high turnover and an increased number of teachers who are hired without the necessary certificates, although we are working on seeking professionally qualified individuals for all positions. -Developing professional learning that is unique to each school's needs should be a priority. -We have a challenge with recruiting and retaining effective teachers at some of our low-performing schools. This would alleviate the need for re-training new teachers each year. -We feel that we can better support each school by transferring Title II A funds into Title I in order to directly impact professional development of our teachers and leaders. -We need to ensure that non-core content teachers and CTAE teachers receive adequate PL. -Continue the development of PLCs at each school.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Language Instruction for English Learners and Immigrant Students

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

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

Strengths	<p>ESOL teachers are supported with resources as needed through the general fund. Title III funds are used to supplement the core ESOL program and support language acquisition. Historically, newcomers and ELs with low language proficiency have been supported during their summer break through a Title III-funded language camp. In SY25, Title III funds will be used to implement an after-school program for ELs with low language proficiency during the school year.</p> <p>Language Camp: Our Title III-funded summer language camp has positively impacted our ELs' language proficiency at the elementary school level. Using high-quality language-based interventions during camp, ELs improved their language skills. During camp, Kindergarten students increased their class average percent correct from 18% to 59% from pre- to post-assessment in the area of content vocabulary, and from 23% to 82% in using nouns and adjectives. We found that first graders increased their percent mastery of content and academic vocabulary words from a class average of 54% in pre-assessment to 97% in post-assessment. Second graders were also successful, increasing their class average percent mastery of content and academic vocabulary words from 60% in pre-assessment to 85% in post-assessment. Our newer-to-country students also made gains in their class average percent mastery of content and academic vocabulary from 40% in pre-assessment to 72% in post-assessment. The secondary students, in 7th to 11th grade, who participated in language camp also saw growth. They increased their percent mastery of content and academic vocabulary from a class average of 57% in pre-assessment to 79% in post-assessment.</p> <p>ACCESS for ELLs (Elementary level): There was a continued emphasis placed on improving instructional resources, coaching, and professional development for the core ESOL program through the use of general funds at the elementary, middle, and high school levels. An analysis of our district's ACCESS for ELLs Frequency Report from 2023-2024 suggests that language gains are being achieved. For example, students in 2nd grade through 5th grade showed progress. The number of students scoring at higher composite proficiency levels of 4 or higher increased for 2nd grade through 5th grade. In 2023, 2nd and 3rd graders scoring at a composite proficiency level of 4 or higher was 19%, which increased to 25% in 2024. There was a slight increase in the number of students scoring at a composite level 4- Expanding- in 5th grade. The percentage increased from 42% to 44%. The</p>
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Language Instruction for English Learners and Immigrant Students

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

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

	<p>percentage of students achieving the highest level of proficiency, Level 6- Reaching, stayed the same for 4th grade at 1% and increased from 0% to 1% for 5th grade. There was a slight decrease in the number of students scoring at a composite proficiency level of 3 or higher for Kindergarten and 1st grade. The percentage decreased from 30% to 27%.</p> <p>ACCESS for ELLs (Secondary level): In middle grades, there were slight language gains made. For example, we saw the number of 6th-grade students achieving a composite proficiency level 4 increase from 13% in 2023 to 17% in 2024. There was also growth in the proficiency for 7th and 8th grade students achieving composite proficiency levels of 4 and higher. In 2023, only 25% scored at a level 4 or higher, that increased to 31% in 2024. However, the percentage of 7th and 8th grade students scoring at the lower levels of proficiency, levels 1 and 2, slightly increased from 27% in 2023 to 30% in 2024. We know that this is somewhat related to having new, novice ESOL teachers, a coaching plan will be implemented to better support those teachers in the upcoming school year. To address our long-term ELs, we will implement the use of Cengage IMPACT and TimeZones language and literacy curriculum for middle school EL, with the addition of professional development focused on the needs of long-term ELs.</p> <p>An analysis of our 2023-2024 ACCESS Frequency Report suggests that language gains are also being achieved at the high school level. For example, we have seen a decrease in the percentage of students scoring at the lower levels of proficiency, levels 1 and 2 from 50% in 2023 to 38% in 2024. The percentage of students at level 3 has increased from 42% to 47%. There was also an increase in the percentage of students scoring at levels 4 and 5, from 8% to 15%. To address the needs of our older ELs, we continued with the use of two core curriculums, Cengage INSIDE language and literacy and Champion of Ideas curriculum from Ballard & Tighe, and co-teaching strategies. These programs will continue in the 2024-2025 year with the addition of professional development focused on the needs of long-term ELs and sheltered content.</p> <p>Overall, we saw an increase in the percentage of students that exited, from 8% in 2023 to 11% in 2024 district-wide.</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Language Instruction for English Learners and Immigrant Students

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

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

	<p>Georgia Milestones: Content Mastery on Georgia Milestones continues to be a challenge. District-level data analysis shows a slight increase in the percentage of English Learners scoring at proficient and above from 5.7% in 2023 to 8.2% in 2024 in the area of English Language Arts. District-wide, we also saw increases in the number of students scoring at proficient and above in the areas of Science and Social Studies, from 6.7% to 7.1% in Science and from 1% to 5.2% in Social Studies. Our district will address this challenge by helping schools carry out their EL improvement plans through professional learning, coaching, and structuring the FY25 Title III budget to ensure that ELs in struggling grade levels receive the language development and content support they need. A continued focus will be extending the reach of our Title III coach by providing professional learning to principals and instructional leaders on high-leverage instructional practices for ELs. We will also continue with the use of a co-teaching workshop based on Dove and Honigsfeld's work for content teachers and their co-teaching partners in grades 3-8 while implementing and supporting the SIOF model in sheltered classes in grades 9-12. Ongoing observations with feedback will be provided through quarterly impact checks at each school.</p>
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<p>Challenges</p>	<p>Providing support for novice ESOL teachers in the district.</p> <ul style="list-style-type: none"> -Determining the needs of each school in regard to English Learners and creating a plan to address those needs. -Improving EL subgroup performance across the district by assessing and addressing the needs of each school continues to be a challenge. -Ensuring that immigrant students are not only identified but receive the support and services they need. -Supporting regular education teachers appropriately for students, especially newcomers, in the content area classes has become an increasing need. -Professional learning related to effective co-teaching, co-planning, and long-term EL support is a need. - Providing training and support of the SIOF model of instruction in high school sheltered classes will be a priority. - Increasing parent engagement among parents of ELs
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Language Instruction for English Learners and Immigrant Students

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

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

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

Strengths	-Students identified are provided resources through a collaborative effort with community partners and Title I funds.
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Challenges	-We do not currently receive McKinney-Vento funding. We hope to achieve this in the future so that we can be more proactive in the resources provided to students
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Title IV, Part A - Student Support and Academic Enrichment

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

Strengths	100% transfer of FY24 Title IV, Part A funds.
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Challenges	100% transfer of FY24 Title IV, Part A funds.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Equitable Access to Effective Educators

Strengths	School and system administrators and instructional support staff collaborate on teacher evaluations to ensure effectiveness. The system and school administrators vet applicants effectively through our hiring and evaluation processes to ensure that all teachers in every school are qualified. Particular attention was paid to retaining quality staff during the pandemic through the use of initiatives to improve climate and culture, including access to mental health resources.
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Challenges	Even though we have a system of checks and balances to review teacher certification, we need to improve that process to ensure that it is effective. We have assembled a certification committee that meets regularly to check certification at each school and communicate with principals and teachers what steps need to be taken to ensure that every teacher is professionally qualified. Professional learning will focus on content knowledge as well as pedagogy.
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Title V, Part B - Rural Education

Strengths	N/A
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Challenges	N/A
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Improve student achievement in ELA
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Literacy data is trending down when compared to pre-pandemic levels. In the grade levels that are measured by Georgia Milestones, three of the seven areas decreased the percentage of students scoring at the proficient level when comparing FY23 to FY24. Overall, 39% of students scored at the BEGINNING level on GMAs.
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Overarching Need # 2

Overarching Need	Improve student achievement in Math
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Math data has been trending down when compared to pre-pandemic levels. Based on projections from the MAP assessment, Rome City Schools students were expected to perform at the same level as years passed. At this time, we do not have data to report, but know math continues to be an area where improvement is needed.
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Overarching Need # 3

Overarching Need	Improve student achievement in Science
How severe is the need?	Low
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	There is no evident trend in science based on Milestones scores. 5th grade scores increased from 2023 to 2024. 8th grade and biology scores decreased from 2023 to 2024.
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Overarching Need # 4

Overarching Need	Improve student achievement in Social Studies
How severe is the need?	Low
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	8th grade Milestones and American History Milestones increased at the developing level, but decreased at the proficient level when compared to 2023 scores.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Improve student achievement in ELA

Root Cause # 1

Root Causes to be Addressed	Inconsistent teacher knowledge and training on best practices for teaching the five main areas of reading instruction outlined in the National Reading Panel Report (phonological awareness, phonics, fluency, vocabulary, and comprehension) as well as inconsistent training for best practices in writing.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Below grade-level reading ability due to inconsistent phonics instruction
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 2

Impacted Programs	Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Low English proficiency levels reduce equitable access to the curriculum
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - Improve student achievement in Math

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	Teacher and leader training and accountability - insufficient knowledge of content and best practices
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Teacher turnover
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Inadequate teacher knowledge of engagement strategies and classroom management
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - Improve student achievement in Science

Root Cause # 1

Root Causes to be Addressed	Lack of teacher training in science and engineering practices
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Lack of fidelity and commitment to sufficient time in teaching science in elementary schools
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - Improve student achievement in Social Studies

Root Cause # 1

Root Causes to be Addressed	Teacher training and accountability
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Leader training and accountability
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Time to teach social studies
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Below grade-level reading ability
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	Engagement and classroom management strategies
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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District Improvement Plan 2024 - 2025



Rome City

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

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

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? Yes

Flex Waiver # 1 - LocalProgrammaticWaiver

A. A waiver is requested of an ESSA statutory or regulatory requirement applicable to the following program(s) (Please select all that apply):

<input checked="" type="checkbox"/>	Title I, Part A
<input type="checkbox"/>	Title I, Part C
<input type="checkbox"/>	Title I, Part D
<input type="checkbox"/>	Title II, Part A
<input type="checkbox"/>	Title IV, Part A

B. Define the specific statutory or regulatory requirement to be waived. Rome City Schools requests to waive the "125% rule" requirement.

C. If waived, what will be done that is different from what is currently required under the statute or regulation cited? Note: The LEA response must include a statement/evidence that the underlying purposes of the statutory requirements will continue to be met. Rome City Schools will be able to serve the schools that fall below the 35% poverty threshold that is required to be able to serve those schools as a Title I school-wide program. This waiver will allow us to not have to increase school allotments according to the requirement of the "125% rule", therefore; we will be able to provide more complete services to all schools which should increase student outcomes.

D. What are the overall expected results or the measurable educational goals that will be achieved through application of this waiver? (Please include both districtwide and/or local school level results or measurable goals) Rome City Schools will improve achievement in ELA by increasing the percentage of grades 3-12 students who score at the developing, proficient, or distinguished levels by 3% as measured by the Georgia Milestones Assessment from 2024 to 2025. Rome City Schools will improve achievement in Math by increasing the percentage of grades 3-12 students who score at the developing, proficient, or distinguished levels by 3% as measured by the Georgia Milestones Assessment from 2024 to 2025.

Flex Waiver # 1 - LocalProgrammaticWaiver

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

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

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement in ELA
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Below grade-level reading ability due to inconsistent phonics instruction
Root Cause # 2	Inconsistent teacher knowledge and training on best practices for teaching the five main areas of reading instruction outlined in the National Reading Panel Report (phonological awareness, phonics, fluency, vocabulary, and comprehension) as well as inconsistent training for best practices in writing.
Root Cause # 3	Low English proficiency levels reduce equitable access to the curriculum
Goal	RCS students will improve achievement in ELA by increasing the percentage of grades 3-12 students who score at the developing, proficient, or distinguished levels by 3% as measured by the Georgia Milestones Assessment from 2024 to 2025.

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
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	Ensure the implementation of the instructional framework and curriculum maps are utilized as priority resources for instruction.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Formal and informal classroom observations, weekly collaborative planning with instructional leaders, lesson plans, quarterly professional learning geared to horizontal and vertical alignment, Google analytics for website usage data
Method for Monitoring Effectiveness	TKES process, formative and summative assessments (MAP, Milestones, benchmarks), data team meetings
Position/Role Responsible	Building and district instructional leaders, teachers
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

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

Action Step	Utilize MAP and DIBELS results with available resources, K-8, to remediate and accelerate learning through the use of monthly data team meetings that identify student needs and interventions to address those needs.
Funding Sources	N/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	Formal and informal classroom observations, weekly collaborative planning with instructional leaders, lesson plans, quarterly professional learning geared to horizontal and vertical alignment, data spreadsheets
Method for Monitoring Effectiveness	Monthly data team meetings will be conducted at each school to analyze MAP results and develop a plan for intervention and enrichment for identified students. Data Team documentation will be shared with district staff, assessment results will reflect growth in December and May. Formative benchmark assessment results will reflect growth.
Position/Role Responsible	Building and district instructional leaders, teachers
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

Action Step # 2

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

Action Step	Implement an approved GaDOE high-quality Tier I instructional resource in grades K-6 that address the five pillars of literacy to ensure consistent, standardized, and equitable access to curriculum. This will include ongoing professional learning and training for all K-6 teachers.
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Weekly collaborative planning, walkthrough observations, review of lesson plans, data team meetings
Method for Monitoring Effectiveness	Formative assessments will reflect student growth, formal and informal observations will indicate positive trends in teacher effectiveness, progress monitoring and formative assessment results will demonstrate growth
Position/Role Responsible	Teachers, academic coaches, building administrators, district administrators
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Action Step # 3

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
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Action Step # 4

Action Step	Administrators will identify and offer differentiated support for teachers who are below expectations in regard to effective instruction and will monitor placement of teachers to reduce turnover and best serve student needs. Support will also include access to continued education, such as endorsement programs, additional certifications, and need-specific training, as well as a year-long mentoring program for new teachers.
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES observations, informal classroom observations, professional learning documentation, retention data
Method for Monitoring Effectiveness	Staff surveys, teacher retention data, TKES data on teacher effectiveness,
Position/Role Responsible	Building administrators, professional learning specialists, system administrators

Action Step # 4

Evidence Based Indicator	Strong
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Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	We will ensure that K-12 course outlines, standards, and other appropriate grade level resources are available for parents in multiple ways (and in their native language), including providing workshops that focus on academic content and technology resources based on results of parent surveys.
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 5

Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Title I documentation for parent events, evaluations, quarterly SIP impact checks
Method for Monitoring Effectiveness	Stakeholder surveys and workshop evaluations, participation rates for workshops
Position/Role Responsible	Teachers, building administrators, parent mentors, system family engagement coordinator, system administrators
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Communities in Schools, Rome/Floyd Commission on Children and Youth, RESA
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Action Step # 6

Action Step # 6

Action Step	Academic Coaches will continue to work with teachers in professional learning and to model effective instruction in classrooms.
Funding Sources	Title I, Part A
Subgroups	N/A 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	Professional learning documentation including agendas and sign-in sheets, PL evaluations, coaching logs, professional learning calendar, quarterly SIP impact checks
Method for Monitoring Effectiveness	PL evaluation surveys, formative assessment data, program or strategy implementation data from observations
Position/Role Responsible	System professional learning specialists, instructional specialists, building administrators, system administrators
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

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

<p>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>	<p>RESA</p>
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Action Step # 7

<p>Action Step</p>	<p>Focus on best practices implementation of co-teaching model in ESOL and special education through professional learning, and include Special education and ESOL teachers in weekly collaborative planning sessions at each school as well as monthly data team meetings.</p>
<p>Funding Sources</p>	<p>Title I, Part A Title III, Part A IDEA</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities</p>
<p>Systems</p>	<p>Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Professional learning documentation, lesson plans, collaborative planning agendas, co-teaching templates, classroom observations</p>
<p>Method for Monitoring Effectiveness</p>	<p>Formative and summative assessment results for targeted subgroups, TKES evaluations</p>
<p>Position/Role Responsible</p>	<p>System professional learning directors, lead teachers, building administrators, system administrators, system ESOL/T3 coordinator, SPED director</p>
<p>Evidence Based Indicator</p>	<p>Strong</p>

Action Step # 7

Timeline for Implementation	Weekly
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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)?	SIOP, RESA, WIDA, OELA
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Action Step # 8

Action Step	Provide targeted professional learning on the science of reading and research-based interventions to all teachers and paraprofessionals
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Formal and informal classroom observations, weekly collaborative planning with instructional leaders, lesson plans, data spreadsheets, RTI documentation
Method for Monitoring Effectiveness	Formative and summative assessment results for students receiving interventions, TKES observation data
Position/Role Responsible	Instructional interventionists, building administrators, system administrators

Action Step # 8

Evidence Based Indicator	Strong
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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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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement in Math
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Inadequate teacher knowledge of engagement strategies and classroom management
Root Cause # 2	Teacher and leader training and accountability - insufficient knowledge of content and best practices
Root Cause # 3	Teacher turnover
Goal	RCS students will improve achievement in Math by increasing the percentage of grades 3-12 students who score at the developing, proficient, or distinguished levels by 3% as measured by the Georgia Milestones Assessment from 2024 to 2025.

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 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Ensure appropriate pacing of instruction through use of weekly collaborative planning, quarterly data team meetings, and yearly vertical planning.
Funding Sources	N/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	Review of lesson plans, weekly collaborative planning documentation, data team meetings (updated spreadsheets), vertical planning documentation, periodic SIP impact checks
Method for Monitoring Effectiveness	Increase in student achievement as measured by formative and summative assessments, TKES data
Position/Role Responsible	Teachers, instructional leaders, building administrators, district administrators
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

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

Action Step	Utilize MAP results with available resources to remediate and accelerate learning through the use of quarterly data team meetings that identify student needs and evidence-based interventions to address those needs.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Review of lesson plans, weekly collaborative planning, monthly data team meetings (with updated spreadsheets), periodic SIP impact checks
Method for Monitoring Effectiveness	Analysis of MAP scores, review of data sheets, increase in student achievement on formative assessments
Position/Role Responsible	Teachers, instructional leaders, building administrators, district administrators
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)?	
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Action Step # 2

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

Action Step	Provide professional learning for administrators and teachers on best practices in math to ensure high-quality instruction through accountability. Professional learning focus will be on implementing new math standards, math workshop, the numeracy project, and number talks with fidelity. Support will also include access to continued education, such as math endorsements, as well as a year-long mentoring program for new teachers.
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional learning calendar, agendas, and sign-in sheets; classroom observations
Method for Monitoring Effectiveness	Formative and summative assessment results, PL surveys
Position/Role Responsible	Teachers, instructional leaders, building administrators, district administrators
Evidence Based Indicator	Moderate

Action Step # 3

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)?	RESA, DOE
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Action Step # 4

Action Step	Administrators will ensure a minimum of 500 minutes of math instruction in grades K-2, 450 minutes in grades 3-8, and 250 minutes in grades 9-12 per week.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Review of lesson plans, master schedule, classroom observations, weekly collaborative planning, quarterly system SIP impact checks
Method for Monitoring Effectiveness	Review of formative and summative assessment results

Action Step # 4

Position/Role Responsible	Teachers, instructional leaders, building administrators, district administrators
Evidence Based Indicator	Moderate

Timeline for Implementation Weekly

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	We will ensure that K-12 curricular resources are available for parents in multiple ways, including providing workshops that focus on academic content and technology resources based on results of parent surveys.
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 5

Systems	Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	Conference documentation, communication logs, sign-in sheets, parent training documentation, parent surveys
Method for Monitoring Effectiveness	Attendance at parent events, parent survey results
Position/Role Responsible	Teachers, instructional leaders, building administrators, district administrators, parent mentors, district family engagement coordinator
Evidence Based Indicator	Moderate

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)?	Communities in Schools, Rome/Floyd Commission on Children and Youth
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Action Step # 6

Action Step	Provide targeted professional learning for teachers, academic coaches, and administrators on conceptual understanding of math, including Standards of Mathematical Practice.
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged

Action Step # 6

Subgroups	Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Professional learning calendar, agendas, and sign-in sheets; classroom observations, lesson plan review
Method for Monitoring Effectiveness	Review of formative and summative assessment results
Position/Role Responsible	Teachers, instructional leaders, building administrators, district administrators
Evidence Based Indicator	Moderate

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement in Science
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Lack of fidelity and commitment to sufficient time in teaching science in elementary schools
Root Cause # 2	Lack of teacher training in science and engineering practices
Goal	RCS students will improve achievement in Science by increasing the percentage of 5th grade and grades 7-12 students who score at the developing, proficient, or distinguished levels by 3% as measured by the Georgia Milestones Assessment from 2024 to 2025.

Action Step # 1

Action Step	Teachers and instructional leaders will participate in collaborative professional learning related to science and engineering practices and standards as well as STEAM/STEM principles and instructional strategies.
Funding Sources	N/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	Quarterly SIP impact checks at each school, weekly collaborative planning, PL plans, quarterly professional learning geared to horizontal and vertical alignment, review of lesson plans, classroom observation, PL documentation
Method for Monitoring Effectiveness	Review of formative and summative assessment data, Increase in student achievement as measured by formative assessments, TKES data, PL evaluation surveys
Position/Role Responsible	Teachers, instructional coaches, school administrators, system administrators
Evidence Based Indicator	Strong

Action Step # 1

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

Action Step	Teachers will implement research and standards-based instruction of K-12 GSE in science using the science and engineering practices (hands-on science activities, 5-E model).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Quarterly SIP impact checks at each school, weekly collaborative planning documentation to include science, review of lesson plans, monthly data team meetings to monitor growth in science using pre/post-tests, classroom observations
Method for Monitoring Effectiveness	Review of formative and summative assessment data, increase in student achievement as measured by formative assessments

Action Step # 2

Position/Role Responsible	Teachers, school and system administrators
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

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

Action Step	Teachers and instructional leaders will create and utilize common formative and summative assessments that align with the GSE in science and reflect science and engineering practices.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 3

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Quarterly SIP impact checks at each school, weekly collaborative planning documentation, documentation from monthly department meetings to create and revise assessments, review of lesson plans
Method for Monitoring Effectiveness	Review of formative and summative assessment data, Increase in student achievement as measured by formative assessments
Position/Role Responsible	Teachers, instructional coaches, school and system administrators
Evidence Based Indicator	Moderate

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)?	GYSTC, RESA, DOE
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Action Step # 4

Action Step	Provide accelerated and advanced classes in science in grades 7-12 and allow enrichment in grades 1-6 for students identified as gifted by increasing numbers of teachers certified in Gifted In-Field.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 4

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Gifted accommodations in weekly lesson plans, weekly collaborative planning, gifted certification documentation, monthly meetings with gifted coordinator for collaborative planning, master schedule
Method for Monitoring Effectiveness	Review of formative and summative assessment data, Increase in student achievement as measured by formative assessments, increase in participation in advanced classes
Position/Role Responsible	Teachers, system gifted specialist, school and system administrators
Evidence Based Indicator	Moderate

Timeline for Implementation Weekly

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)?	GYSTC, DOE, RESA
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Action Step # 5

Action Step	Provide opportunities for real-world learning experiences through robust CTAE programs to increase graduation rates and better prepare students for post-high school careers. This will include regular collaboration with elementary schools and 7-12 CTAE student ambassadors to expose K-6 students to pathway opportunities and experiences.
Funding Sources	Perkins
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	Quarterly SIP impact check at middle and high school, weekly collaborative planning documentation, monthly CTAE department meeting documentation, lesson plans, classroom observations by CTAE director and building administrators, master schedule
Method for Monitoring Effectiveness	Review of formative and summative assessment data, Increase in student achievement as measured by formative assessments, increase in student participation in CTAE classes, increase in graduation rate, increase in post-high school readiness
Position/Role Responsible	Teachers, school and system administrators
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

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)?	CTAE and dual enrollment partners such as Georgia Highlands and Georgia Northwestern Tech
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Action Step # 6

Action Step	We will ensure that K-12 science curricular resources are available for parents in multiple ways, including providing workshops that focus on academic content and technology resources based on results of parent surveys.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Documentation for parent events, evaluations, quarterly SIP impact checks, communication logs
Method for Monitoring Effectiveness	Stakeholder surveys and workshop evaluations, participation rates for workshops
Position/Role Responsible	Teachers, building administrators, parent mentors, system family engagement coordinator, system administrators
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Action Step # 6

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

3.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement in Social Studies
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Below grade-level reading ability
Root Cause # 2	Engagement and classroom management strategies
Root Cause # 3	Leader training and accountability
Root Cause # 4	Teacher training and accountability
Root Cause # 5	Time to teach social studies
Goal	RCS students will improve achievement in Social Studies by increasing the percentage of grades 8-12 students who score at the developing, proficient, or distinguished levels by 3% as measured by the Georgia Milestones Assessment from 2024 to 2025.

Action Step # 1

Action Step	Ensure that K-12 curricular resources are available for teachers, parents, and students in multiple ways, including parent workshops.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	Review of lesson plans, weekly collaborative planning, monthly data team meetings, quarterly system SIP impact checks
Method for Monitoring Effectiveness	Formative and summative assessment results
Position/Role Responsible	Teachers, instructional leaders, school and system administrators
Evidence Based Indicator	Strong

Action Step # 1

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)?	RESA
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Action Step # 2

Action Step	Utilize assessment results and available resources to remediate and accelerate learning and ensure appropriate pacing of instruction with formative and benchmark assessments in grades K-12. Assessment results will be analyzed in monthly data team meetings.
Funding Sources	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	Review of lesson plans, weekly collaborative planning, monthly data team meetings, quarterly system SIP impact checks, classroom observations
Method for Monitoring Effectiveness	Formative and summative assessment results

Action Step # 2

Position/Role Responsible	Teachers, instructional leaders, school and system administrators
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

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

Action Step	Principals will ensure a minimum of 100 minutes of social studies per week in grades K-2, 200 minutes per week in grades 3-5, and 220 minutes per week in grades 6-12 per week.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 3

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Review of lesson plans, master schedule, classroom observations, quarterly SIP impact checks
Method for Monitoring Effectiveness	Formative and summative assessment results
Position/Role Responsible	Teachers, instructional leaders, school and system administrators
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

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	Provide ongoing professional learning for research-based best practices, supplemented with resources for grades K-12 in each content area. Professional learning will also focus on the use of complex texts to support social studies and literacy standards.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 4

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL documentation, classroom observations, quarterly SIP impact checks
Method for Monitoring Effectiveness	Formative and summative assessment results, PL evaluation surveys
Position/Role Responsible	Teachers, school and system administrators
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

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, DOE, local history museums, Berry College
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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>Rome City Schools utilizes a variety of data sources to make decisions that will affect student learning and teacher effectiveness. Our needs assessment process includes examining student achievement data from CCRPI, state assessments (GKIDS, Milestones, EOPA, ACCESS, etc.), local assessment data (DIBELS, Reading Inventory, Measures of Academic Progress), course completion rates, graduation rate, perception data from stakeholder surveys, professional learning plans, teacher recruitment and retention data, SIP monitoring visits, and verbal input from stakeholders.</p> <p>A Comprehensive Needs Assessment is conducted each spring to assess the needs of the district and schools, as well as the needs of subgroups of students including Economically Disadvantaged, English Learners, Migrant, Homeless, and Special Education students. The process includes stakeholder meetings conducted at both the school and district levels. In the spring, each school conducts a Stakeholder Meeting that includes parents, teachers, paraprofessionals, administrators, community members, and other support staff. Additionally, a team of district leaders conducts quarterly impact checks to determine progress toward current year goals and to plan for the next school year. In addition, stakeholder feedback is solicited during monthly principals' meetings, monthly system academic team meetings, school-level leadership meetings, parent conferences, parent workshops, and meetings with community members such as Open Door Home, Boys' and Girls' Club, local higher education institutions, DFCS, and local businesses. These stakeholders are also invited to our annual Stakeholders' meeting held in April each year.</p> <p>Once input is collected from schools and local stakeholders, a series of meetings are held at the district level to consider all the prior stakeholder input and data and to make decisions regarding district prioritized needs, equity concerns, and identifying actions and strategies to address the needs. Stakeholders participating in our needs assessment process include the Director of Federal Programs, Curriculum and PL Directors, the Special Education Director, Homeless Liaison, Human Resources Coordinator, EL Support/Title III Coordinator, CTAE Director, Gifted Coordinator, Instructional Technology Coordinator, Director of Data and Accountability, Assistant Superintendent, Superintendent, administrators and teachers from each level, paraprofessionals, parents, and community members. The results of this needs assessment determine areas of improvement and inequity and guide the development of plans and expenditure of funds. Coordination with all stakeholders ensures that Title II, Part A funds</p>
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Coordination of Activities

	<p>that are focusing on professional capacity are joined with Title I funds for supporting at-risk students and ensuring appropriate resources are available. Title III, IV A/B, IDEA, SPLOST, community supports, and our General fund budgets have also been considered in all discussions to ensure that we are coordinating the best services for our students.</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>Effectiveness data indicates quality teachers are equitably distributed among all RCS schools. Most teachers scored a level 3 summative rating on TKES. All of our schools are Title I schoolwide schools, we are a majority district, and we are a minority-majority district. Given these factors, all efforts are made with each hire in every school to obtain teachers that are qualified for the position, and we provide support and professional learning to ensure that they are effective and we retain them. We are monitoring data in these areas to ensure we do not become disproportionate in any one area district-wide nor at any school. We provide a mentor program to support new teachers, and we provide planning and modeling through instructional leaders in every school to help ensure that they receive job-embedded professional learning. New teachers participate in yearlong professional development and are provided opportunities to observe veteran teachers and be observed by their mentors. Administrators create remediation and/or professional learning plans for teachers identified in need of support. For ineffective teachers, system and school instructional leaders provide modeling and coaching. System leaders are also asked to provide additional support through professional learning and modeling as needed. If we should hire an out-of-field teacher in the system, resources are provided to help that teacher become in-field certified. Principals are responsible for overseeing the scheduling process at each school to ensure that Title I low-income and minority children are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. The support of the administration, system instructional leaders, as well as mentors, are given to help each teacher be successful.</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>Rome City Schools' system of professional growth and improvement for teachers and school leaders is designed to support employees' continuous development, enhance their instructional practices, and promote effective leadership. These systems include various components and strategies that enable educators to expand their knowledge, refine their skills, and stay updated with the latest research and best practices in education. These components include professional development opportunities, collaborative learning communities, coaching and mentoring, performance evaluation and feedback, professional learning plans, evidence-based practices, and career advancement opportunities.</p> <p>RCS utilizes a professional learning needs assessment survey twice a year (mid-year and spring). The results of this survey are utilized to plan the professional learning for the following semester or year. In addition, professional learning plans for each school are created through collaboration among the building principal and system instructional leaders.</p> <p>Professional learning is offered in multiple ways:</p> <ul style="list-style-type: none"> ● Training days by district leaders with lead teachers who re-deliver to teachers ● Flexible Learning Days that are embedded in the calendar in order to provide time for school and system PLCs ● In-service days led by system and school instructional leaders to offer PL on identified needs based on data and teacher feedback ● Training during monthly principals' meetings for leaders ● School-wide training during monthly faculty meetings ● Content or grade-specific training during grade-level and/or departmental meetings. ● Modeling by instructional leaders within the classroom ● Quarterly meetings with the Assistant Principal PLC and system instructional leaders ● Quarterly Aspiring Leader trainings to build leadership capacity ● Monthly mentor meetings with new teachers ● System-paid endorsements for recommended teachers <p>In addition, Data Teams meet quarterly at the district level and monthly at each school to analyze student growth and identify possible gaps in curriculum and professional learning for teachers. Principals/Assistant Principals monitor individual teacher professional growth through TKES. Principal/Assistant Principal professional growth is monitored through LKES. Other district leader professional growth is monitored through leader evaluations. School improvement plans always include what professional learning is planned for the year. School improvement plan evaluations are conducted periodically throughout the year and at the end of the year to report on the effect of each strategy taken to reach the SMART Goals. Our district improvement plan includes the professional learning that will be offered as a focus across the district, and it will be monitored throughout the year and annually at the end of</p>
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Professional Growth Systems

	<p>the year.</p> <p>Professional learning in Rome City Schools is driven by the need to improve student achievement. PL is sustained, intensive, and collaborative in nature. The District Improvement Plan is a living document resulting from needs assessments, analysis of student performance data, and the collaboration of stakeholders. Student achievement is the catalyst for the plan, and high-quality PL in which educators are actively engaged on a daily basis is the vehicle by which they grow, develop professionally, and perfect skills needed to generate student learning throughout all stages of career development. Because the primary focus is on student achievement, data analysis and data-driven instruction continue to be emphasized.</p> <p>With the emphasis on the development of a community of learners, upcoming training will focus on effective and consistent implementation of the data team process in all schools as well as a focus on K-12 reading instruction. Each school will develop a school-based professional learning plan that is aligned with its school improvement plan and designed to support teachers in addressing the specific needs of the school and its student population as determined by the Comprehensive Needs Assessment process. Specific training is offered to improve content and pedagogical skills of core content teachers. Classroom management, student engagement techniques, effective co-teaching, and working with children from poverty are just a few of the areas that continue to be addressed. Additional PL will be provided to support teacher development and effectiveness as measured and supported by the TKES. Instructional technology training is and will continue to be delivered by RCS experts, teacher leaders, and contracted professional trainers. All PL that is offered in the district is ongoing, job-embedded and collaborative in nature. All structural conditions and processes are in place to ensure that these practices remain. All teachers are required to write a PL goal each year. Administrators monitor a teacher's progress in meeting the goal three times each year as documented in the TKES platform. A district-created rubric is used to evaluate teachers' performance in meeting their PL goal. Student achievement data will be monitored for continuous improvement. A teacher induction program guides the PL of new teachers to the district. All instructional leaders participate in PLCs monthly that are designed to meet their individual needs.</p> <p>This comprehensive system of professional growth and improvement is characterized by ongoing support, collaboration, self-reflection, and access to relevant resources and opportunities. It aims to foster a culture of continuous learning and improvement among educators, ultimately benefiting student achievement and the overall quality of education within the district.</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>For the 2024-2025 school year, certification is waived for all teachers except Special Education teachers, excluding those special education teachers who issue grades in content areas - content certification will be waived for them. It is our preference that all P-5, 4-8, 6-12, and P-12 teachers will hold a valid certificate issued by GaPSC in a related content area of assignment; however, at a minimum, all P-12 teachers are required to have a valid clearance certificate.</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>As a minimum, all teachers will hold a valid Clearance Certificate issued by the GaPSC. Additionally, the system prefers that all teachers will hold a bachelor's degree in a related area of assignment; or in the case of Career Technology Education, JROTC, art, music or drama, have a minimum of three successful years of verifiable field experience in the area of assignment; or have passed the state-approved content assessment for the assignment.</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>Supporting failing schools requires a comprehensive and multi-faceted approach to address the underlying issues and improve educational outcomes. Currently, Anna K. Davie Elementary and Main Elementary have been identified as CSI schools. Both schools are currently first and second in rank order for Title I funds; therefore, they will receive a large portion of the funds allocated to the district. RCS has created and implemented an updated annual plan of support for both schools that includes a focus on professional learning in literacy, collaborative planning, and school leadership. This plan of support was developed after identifying root causes through a comprehensive needs assessment. The plan also includes frequent progress monitoring at the school, system, and state level. Federal funds are also utilized for extended school day and extended school year (summer school) for students in need of remediation from both schools. It is vitally important for the system to support and develop teacher capacity, help school leaders foster a positive school culture, and increase community engagement at both schools to ensure student success.</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>Rome City Schools offers a wide variety of CTAE pathways. Rome City College and Career Academy, which is housed at the campus of Rome High School has 30 career pathways on catalog. Pathways are added based on industry and business community partners' needs. Rome Middle School offers Agriscience, Construction, Computer Science/Business, Engineering, Health Science and Marketing. Having so many programs at the middle school level is a strength for our CTAE department, since introducing students to careers at an earlier age helps students be better informed when choosing their future careers. Five of the current pathways at Rome High School are taught by Rome High School teachers who are also credentialed by GNTC, acting as adjunct professors. There are plans to add more dual-enrolled pathways in the next few years. Students also can complete other pathways at GNTC once they have taken the introduction class at RHS. There are currently more than 15 of those pathway opportunities, post graduation. This year we had 213 students participating in the Dual Enrollment program (majority are CTAE students), taking 557 DE courses. and currently have more than 310 students enrolled in dual enrollment classes next year, so it is becoming a strength at RHS. We also have a large number of CTAE pathway completers. This year more than 400 students completed pathways and received 472 pathway completion graduation cords.</p> <p>All students in Rome City Schools are engaged in intentional, planned activities that involve career and continued education planning. Rome Middle School and Rome High School work collaboratively on this</p>
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CTAE Coordination

	<p>endeavor by utilizing YouScience to introduce students to the idea of identifying their aptitudes and then continuing these conversations through individualized counseling over the course of their middle and high school years. Bridge Day occurs annually and is a day set aside for students and parents to meet with their assigned counselor to review their child's path towards a career or continued education. It also is a time to discuss the college and career pathways offered at the high school.</p> <p>Our elementary students are involved in career discovery through activities planned by our counselors. CTAE ambassadors from Rome High School are invited to visit each elementary school to introduce the various pathways, answer questions, and perform demonstrations related to their pathway. In addition, local businesses and community leaders are invited to speak with elementary students about future careers. This occurs with our youngest students through our Community Helpers Curriculum which includes visits by police officers, firefighters, postal workers, sanitation workers, EMTs, and others. All six elementary schools are also offered career and soft skills lessons by counselors and are introduced to critical thinking and problem solving skills through our district-wide Strategic Plan. Career portfolios and individual graduation plans are developed as students progress from K-12.</p> <p>To ensure all CTAE programs are developed to the highest standards, teachers are offered professional learning opportunities at the local, state, and occasionally at national levels. Teachers are trained in best practices of instruction for their field, current updates in business and industry, and in soft skills instruction through partnerships with Career Technical Student Organizations (CTSOs) and professional organizations in their field. Both school administrators and district administrators seek to ensure students are taught methods that are as close, if not exact, to the way their knowledge will be used in the field. Teachers are provided with materials for program improvement to meet the needs of their students and to keep pace with current industry guidelines. Health Science programs received industry certification in FY19 and will work so other programs become industry certified in the near future. Additionally, all CTAE teachers are trained to utilize core-content (math, science, social studies and ELA) skills in their real-world, hands-on instruction to prepare students for college and careers.</p> <p>Rome High School offers work-based learning programs to all CTAE pathway completers. All students in work-based learning earn full credit for the course. 174 students have taken part in on-the-job paid and unpaid internships through work-based learning this year, and earned \$140,975.71. Our full-time Work-Based Learning/Youth Apprenticeship</p>
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CTAE Coordination

	<p>coordinator makes connections with business and industry in our community for every pathway to ensure all students are offered an opportunity to experience real-world applications of what is learned in the classroom. It is a program goal that every CTAE pathway student will participate in a Work-Based Learning experience. Our teachers have also worked very hard to increase enrollment in their CTSO. Along with the strength of the CTSO increased enrollment, a full-time CTI educator assisted our students with special needs.</p> <p>We will continue to work diligently to give our students the necessary skills to be successful in college or the workforce.</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>Rome City has implemented PBIS district-wide. As we begin our seventh year as PBIS district, we will enhance our PBIS implementation by analyzing SWIS behavior data and refining practices. We have a PBIS district coordinator role that focuses on meeting with the Rome City PBIS district leadership team and PBIS school coaches regularly in order to review the data. PBIS Tier 2 teams have been implemented with fidelity at all schools to address student behavior issues through the MTSS framework. Trust Based Relational Intervention and Support (TBRI) strategies will continue to be implemented at all schools. Elementary schools will also devote time every week to teach social and emotional learning (SEL) curriculum, Second Step. Principals will also have regular meetings with the Assistant Superintendent and Federal Programs Director to review their school improvement plan and progress towards goals. Professional learning efforts will be focused in best practices in the classroom to ensure that practices in the classroom reduce the amount and frequency of students being sent out of the room for misbehavior. Disaggregated discipline data is reviewed monthly throughout the year to ensure best practices are truly being implemented. Any disparities or concerns will be addressed with support to mitigate the challenges that the school is facing.</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>Rome High School coordinates with Rome Middle School to offer school visits for students and parents of rising 8th grade students. In addition, 8th grade students and their families participate in Bridge Day each spring to meet with an advisor and schedule classes and pathways that best complement the results of their YouScience aptitudes and strengths assessment. In addition, Rome High School focuses on 9th grade students to help support the transition of students to the high school by providing additional support and assistance during this crucial year by establishing a freshman academy. Communication of curriculum and expectations are shared with parents and students before the school year begins, and teachers of 9th grade students are selected based on their success with younger high school students.</p> <p>Rome High School offers College Nights for parents and students to meet with college representatives and learn about applying for college and FAFSA. Additionally, seniors have access to college information through a senior webpage and and Google Classroom. AP Classes and Dual Enrollment classes have long been consistently offered at RHS to help students get a jump-start into earning college credits. This program has been expanded by having high school teachers certified to teach additional Dual Enrollment classes on campus. Additionally, adjunct faculty from local colleges are on staff so that students can participate in dual enrollment. Virtual classes and Edgenuity credit repair are also used to prevent course credit loss and to provide access to courses that may not be offered at Rome High. In addition, a College Advisor position has been created to help guide students from high school to post-graduation placements.</p> <p>For Students with Disabilities, the system will ensure students with significant cognitive disabilities are placed in developmentally appropriate and individualized special education programs at the elementary, middle, and high school levels. RHS and RMS will implement transition curriculum in 8th through 12th grade to assess key transition skill areas such as academic, post-secondary opportunities, independent living as well as develop annual transition goals and objectives for IEPs, deliver targeted instruction with activities that align directly to each student's assessment results, and monitor and report student progress. RHS and RMS will support students in CTAE with a CTI coordinator to focus on transitioning to the workforce after high school. In addition, case managers will work closely with community agencies to assist students with post-secondary transition. The system has also utilized Project Search, a job training/placement program, that will be offered to students that have met graduation requirements but</p>
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Middle and High School Transition Plans

	require additional support to prepare for the world of work.
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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>Each year all elementary schools offer a Transition to Kindergarten Program in the spring. The dates for this program are communicated to the local Pre-K programs outside of the city school system. Our district Family Engagement Coordinator communicates with outside centers so that they are aware of the dates, provides information and conducts readiness workshops to them as requested. Kindergarten transition meetings include an overview of standards, example schedules, and a "starter bag" of resources that parents can use with their students in the summer before kindergarten. The bag includes books, crayons, pencils, math manipulatives, and playdough.</p> <p>We also host a rising Kindergarten 6 week Summer Transition Program through Bright From The Start. Elementary schools conduct parent readiness meetings for grades first through sixth in August. Schools either individually or through the district coordinator, ensure that local community programs have the information to communicate to teachers and parents. Additionally, school personnel provide school tours/orientation upon parent request. Anna K. Davie currently houses the South Rome Early Learning Center which is a program partnership with Berry College for 3-year-old students. This program has expanded to two classrooms and is available to students beyond those districted to AKD. We hope to expand this offering to other school locations in the future.</p>
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Title I, Part A - Targeted Assisted Schools Description

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>N/A</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>All of our schools are Title I schoolwide schools. For our elementary schools that serve PK-6 (with the exception of one that is K-6), students are given time in each of the four content areas with additional time given to other areas depending on the school. Students who need academic interventions are served during their additional activity time. This additional activity time across the district includes PE, Art, Music, Computer Lab, and 6th grade Band. Academic Interventions utilize a variety of teaching strategies and resources based on student needs, including Direct Instruction, Orton-Gillingham, LLI, Exact Path, Study Island, and others. Students who are served for ESOL or Gifted are done so through both push-in and pull-out models. Elementary schools having larger populations serve English Learners predominantly through a push-in model; others use a mix of pull-out and push-in delivery. Most SWD are served through inclusion for the majority of the day with the exception of severe/profound students. A limited number of students in elementary schools are served through a Resource model. Schedules are closely examined at the district-level to ensure students are being placed in the least-restrictive environment.</p> <p>Rome Middle School serves students in grades 7-8. Students receive instruction in ELA, math, science and social studies. Students receive connections and/or support classes every day. Exploratory classes include band, chorus, physical education, health, financial fitness, Spanish, French, German, art, communications, computers, and health science. Support classes include Math Support, Reading Support., ESOL Connections, and study skills. Rome Middle School gifted students are served through the pull-out model for ELA and math. These students are served through the push-in model for science and social studies. ESOL students are served through both push-in and pull-out models for ELA depending upon ACCESS scores. These students are served through the push-in model for all other classes. Connections ESOL is offered for additional pull-out support. Most SWD are served through inclusion support for the majority of the day with the exception of severe/profound students. A limited number of students are served through a Resource model. Schedules are closely examined</p>
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Title I, Part A – Instructional Programs

	<p>at the district-level to ensure students are being placed in the least-restrictive environment.</p> <p>Rome High School serves students in grades 9-12. Courses are offered in all content areas, CTAE, physical education, and the arts. Support classes are provided for Algebra and Geometry as one of a student's electives for those identified at-risk. An additional extended learning time has been implemented with the dual purpose of creating a teacher advisement time and an intervention time. Students will be divided into groups as needed for intervention, enrichment, and ACT/SAT prep during this time. Gifted students at Rome High are served through Advanced Content classes. High school English learners are served through content push-in, scheduled language acquisition courses, and sheltered classes. SWD at the high school are served through a variety of models, including inclusion, resource, and self-contained classrooms.</p> <p>In our enrollment area, the Open Door Home serves as an institution for neglected and delinquent children. The Open Door Home (ODH) provides emergency and extended care for children from birth to 18 years of age. In addition to crisis intervention, emergency care, and extended care, ODH provides resources in independent and transitional living. Therapeutic counseling is provided in addition to medical and dental care. ODH provides these students with the basic needs of living as well as a structured schedule, a nurturing environment, and facilities that are safe, clean, and well-maintained. Rome City Schools partners with ODH by providing after-school tutoring services to students enrolled in our schools through contracted providers such as RCS teachers and education students at Berry College.</p>
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p>	<p>Rome City Schools routinely uses the Occupational Survey during our registration process for all students new to the district. It is provided in English and Spanish and as needed in other languages. These forms are sent to the district Title I Office. Forms are sent to ABAC consortium as appropriate. We currently have two students identified as migrant. When we do have students identified as migrant, the Title I Director expeditiously communicates with the MSIX and the school in which the student attends to ensure that all student information and records are quickly obtained. The system Family Engagement Coordinator will also support the families of migrant students as needed. This process will continue should any student transfer out of RCS.</p>
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Title I, Part C – Migrant Supplemental Support Services

<ol style="list-style-type: none"> 1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC). 2. Direct-funded LEAs describe:ul 3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer. 4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the 	<p>Rome City Schools partners with a variety of community agencies to identify individuals such as migrant pre-school students, out-of-school youth and dropouts who we might not otherwise learn about. These community agencies (ie- housing authority, parent aides, DFCS, juvenile courts) assist us in learning about these children and adolescents so we can come together as a community to help the children and families pair with local resources that meet their needs. Referrals are made to places like the health department, Goodwill Career Services, local resources for higher or continuing education, Babies Can't Wait/ Early Intervention services and government resources for financial or health services. Rome City Schools maintains ongoing collaboration with ABAC consortium staff through the submission of occupational surveys, monthly emails, and participation in migrant education professional learning sessions and</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.</p>	<p>meetings. This allows consortium staff to identify and recruit eligible migrant students, create implementation plans for service, increase opportunities for migrant parent involvement, and decrease the academic gap between migrant students and the general student population.</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>Goal 1: Improve graduation rate outcomes for students with disabilities.</p> <p>1. 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?</p> <ul style="list-style-type: none"> • Students are active members in their transition planning which includes skills necessary for them to be successful in education, employment, and independent living after completion of high school. Beginning no later than the first IEP to be in effect when students begin ninth grade or turn 16 and updated annually, thereafter, the district ensures transition planning within the IEP. IEPs of students with disabilities in Rome City Schools include: 1.) appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and, 2.) the transition services (including courses of study) needed to assist the student in reaching those goals. The course of study focuses on instructional and educational classes and experiences that assist the student in preparing for transition from secondary education to postsecondary life. It relates directly to the student's postsecondary outcome goals. The multidisciplinary team, including the student, works to develop a course of study that is meaningful to the student's future and motivates the student to reach successful post-school outcomes. • To effectively support transition planning, transition assessments are administered to students to provide an assessment of the skills and interests related to education, employment, training, and independent living skills (as appropriate). Due to the evolving nature of transition planning, transition assessment is often ongoing and fluid. • The district works to involve post-secondary persons and/or agency(ies) who will help students achieve their transition goals. Their involvement occurs during the development and implementation of the IEP. • At the IEP meeting before the student turns 18 years of age, a statement that the student has been informed of his/her rights that will transfer to the student upon reaching the age of 18 is included in the IEP. The IEP documents, at age 18, rights have been transferred. Once the rights have been transferred to the student, the district provides notice required to both the child and the parent. All rights
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IDEA Performance Goals:

	<p>given to the parent transfer to the student unless the parent has obtained legal guardianship.</p> <ul style="list-style-type: none"> ● For a student whose eligibility terminates due to graduation or to exceed the age requirements, the district provides the student with a summary of his/her academic achievements and functional performance, including recommendations on how to assist the student in meeting the student's postsecondary goals. ● Link: https://www.careeronestop.org/toolkit/careers/interest-assessment.aspx <p>1.li dir="ltr" How are post-secondary outcome activities monitored by the SPED director to monitor fidelity?</p> <ul style="list-style-type: none"> ● A quarterly random selection of 10 transition plans will be monitored for compliance by the special education director, special education coordinator, and special education leads. A compliance monitoring worksheet will be used and teachers will be provided with feedback and technical assistance, as needed. Any findings of non-compliance will be corrected through the IEP process. ● The special education director, special education coordinator, and special education leads will work together to maintain a database showing how all vocational/transition evaluations are completed for all eligible SWDs in the district. The database will include a timeline for administration, scoring and reporting to case managers, and verification of results uploaded to GO IEP. Maintenance of the database and quarterly reviews of the data will ensure all students with disabilities are evaluated for interests and aptitudes for transition planning. During quarterly random selection of 10 transition plans for compliance monitoring, the special education director, special education coordinator, and special education leads will ensure vocational/transition evaluation reporting align with transition plans in IEPs. Teachers will be provided with feedback and technical assistance, as needed. Any findings of non-compliance will be corrected through the IEP process. ● The special education director, special education coordinator, and special education leads will maintain quarterly communication with interagency transition council and monthly communication with Vocational Rehabilitation regarding SWDs moving onto agency caseloads. Quarterly communication will ensure SWDs with transition plans have a participating agency representative invited to IEP meetings, if the team deems appropriate, and transition activities are successfully facilitated.
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IDEA Performance Goals:

	<p>1. What professional learning (PL) is offered to assist with improving graduation rates?</p> <ul style="list-style-type: none"> ● Given the number of inexperienced and alternatively certified special education teachers at the secondary level, extensive professional learning will be provided that will continue to support improved graduation rates. ● Rome City Schools offers a "Rookie Retreat" training program for 3 consecutive days prior to the start of school in July. This retreat will provide information for new teachers regarding policies and procedures related to graduation planning, and give them an opportunity to familiarize themselves with the students on their caseloads prior to meeting them for the first time. Additionally, teachers will be made aware of all of the resources available to them and their students as part of their post secondary planning. ● Rome City Schools will provide monthly professional learning for all middle and high school inter-related special education teachers using High Leverage Practices for Inclusive Classrooms (McLeskey, Maheady, Billingsley, Brownell, & Lewis, 2019). The special education director and special education coordinators will monitor completion through attendance and assessment of participants' follow-up activities through regular classroom observations and feedback. The special education director will highlight the learning targets with school administrators monthly to ensure their awareness to help them identify the application of practices in the classroom. This professional learning will be provided by the Lead special educators at Rome Middle School and Rome High School and monitored by the Special Education Coordinator. ● Rome City Schools will provide quarterly professional learning for co-teaching teams. Sessions will provide an overview of special education law, roles and responsibilities of teachers, data collection and analysis, models of co-teaching, planning for co-teaching, instructional strategies, and high-leverage practices. Support in the area of co-teaching may be provided by Northwest Georgia RESA through professional learning. ● Rome City Schools will provide quarterly professional learning on transition planning for all middle and high school teachers to ensure the transition planning process for all students with disabilities is timely and effective. Professional learning will consist of presentations and discussions of resources provided by the GaDOE focused on transition compliance and transition outcomes. The special education director and special education coordinator will monitor completion through attendance and assessment of participants' follow-up activities. The
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IDEA Performance Goals:

	<p>special education director will highlight the learning targets with school administrators monthly to ensure their awareness of expectations for the development and implementation of transition plans in IEPs, as well as progress monitoring of transition goals.</p> <ul style="list-style-type: none"> Due to the district's determination of Disproportionality, Rome City Schools will provide professional learning on a monthly basis, at a minimum, for a variety of stakeholder groups. Because our finding of non-compliance was in the area of Discipline, monthly training will be provided and documented at Exemplary Leader meetings with school-level administrators to include requirements of IDEA regarding the schedules and procedures for manifestation determination meetings, the provision of procedural safeguards, and documentation of continuation of services beginning on the eleventh day of removal. Additional professional learning will be provided to new special education teachers/ staff in mid-July during "Rookie Retreat." At monthly school-based Lead meetings, these topics will be reviewed and revisited as necessary. Members of the district level special education team (e.g. the Director and/or Coordinators) plan to visit each school for a faculty meeting within the first quarter of the school year to review the policies, practices, and procedures related to Discipline with the entire school faculty, including general education and special education staff.
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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>Goal 2: Improve services for young children (3-5) with disabilities. 1. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?</p> <ul style="list-style-type: none"> Rome City Schools has prioritized a multidisciplinary approach for improving preschool special education for students enrolled in preschool special education classes at Anna K. Davie Elementary and Main Elementary. Classrooms will be fully supported through a multidisciplinary team with collaborative data review and planning three times per school year (October, January, April). The collaborative planning will also serve as a professional learning community where each discipline will provide professional learning to the team specific to his/her professional discipline and how its practices impact student learning and development in the preschool special education classroom. The multidisciplinary team comprises the following: special education teacher, special education paraprofessionals (when available), special education coordinators, speech language pathologists, assistive technology specialist, BCBA, occupational therapist, COTAs, physical therapist, and special education nurse. BCBA focused on preschool self-contained classes and
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IDEA Performance Goals:

	<p>community-based settings to address rising social, emotional, and behavioral needs</p> <ul style="list-style-type: none"> ● The district will focus heavily on child find activities at the beginning of the school year and early fall. It is suspected that numerous initial referrals will continue to be diverted to the school district by primary care physicians due to the wait lists private therapy clinics continue to experience as a residual effect of COVID-19 shutdowns and the knowledge that local pediatric clinics do not accept patients covered by PeachCare. It is also expected parents, schools, and childcare facilities will have more than the average referrals as a residual effect of COVID-19 related referral delays. Additionally, specialty clinics for developmental evaluations such as Autism, (i.e. the Marcus Center, Siskin, and the Anna Shaw Institute) are currently operating on 18 month waitlists. The district provides professional learning throughout the school year to local community agencies, local daycares, community-based preschool programs, local pre-k programs, physicians, etc. who work with children from birth to 5 years old regarding the identification of children with suspected developmental delays, the referral process, eligibility criteria, and service provision. In addition to these activities, the special education coordinator will make quarterly rounds to the above-mentioned entities to share information, flyers, and offer assistance for children suspected of having a disability. ● The full continuum of services are available to preschool students in the regular education early childhood programs located in the public schools, local daycares, Head Start, community-based classrooms, pre-k classrooms and home environment. The range of services for preschoolers placed in special education may include the following based on the child's IEP: supplementary aids and services in the regular early childhood program; direct services in the regular early childhood program by a special education professional utilizing a consultative, collaborative, or co-teaching model; and/or a separate preschool special education program housed within the district at Anna K. Davie Elementary, East Central Elementary, and Main Elementary. To the maximum extent appropriate, children in the district with disabilities, including children in public or private institutions or other care facilities in Georgia are educated with children who are not disabled. <p>1. Include all staff that will be designated to support the 3-5 population.</p> <ul style="list-style-type: none"> ● Baker, Karen - Occupational Therapist ● Barton, Keisha - School Psychologist ● Clements-Brock, Nancy - Speech-Language Pathologist
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IDEA Performance Goals:

	<ul style="list-style-type: none"> ● Flanders, Dr. LaShonda - Director of Special Education ● Fortenberry, Lacey - Speech-Language Therapist ● Harris, Stephanie - Certified Occupational Therapy Assistant ● Hess, Dr. Stacy - Physical Therapist ● Justice, Danielle - Special Education Coordinator ● Peoples, Grace - Board-Certified Behavior Analyst ● Wells, Ericka - School Psychologist ● Romero, Miranda - Special Education Teacher ● Teat, Kathy - Preschool Special Education Teacher ● Thomas, Laura - Certified Occupational Therapy Assistant ● Smith, Josh - Teacher of the Deaf/Hard of Hearing ● Tye, Evie - Preschool Special Education Teacher and Teacher of the Visually Impaired ● Wilkinson, Leslie - Special Education Coordinator ● Faugno, Dr. Rebecca - Assistive Technology Specialist ● Wright, Holly - Special Education Nurse ● Wright, Kim - Preschool Special Education Teacher <p>1. Include all professional learning your district provides to the district's staff as well as to outside agencies. To demonstrate collaboration between the district and outside agencies, document all invitations from outside agencies to attend trainings. Document all collaborative activities and be specific.</p> <ul style="list-style-type: none"> ● The district provides professional learning quarterly to local community agencies, local daycares, community-based preschool programs, local pre-k programs, physicians' offices, etc. who work with children from birth to 5 years old regarding the identification of children with suspected developmental delays, the referral process, eligibility criteria, and service provision. ● In collaboration with the Federal Programs department, the
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IDEA Performance Goals:

	<p>district collaborates and consults annually with principals/headmasters of private schools to discuss available special education services. The two entities sign a written agreement prior to the beginning of each school year. Subsequently, when the district receives notification of home school children, information concerning special education and related services is provided to the parent. School personnel will be trained to alert special education coordinators when a student with an IEP has withdrawn.</p> <ul style="list-style-type: none"> ● Preschool special educators and related services providers work closely with families and representatives from Babies Can't Wait to ensure the transition to preschool special education in Rome City Schools is smooth and successful. Invitations to parents of children previously served in Babies Can't Wait must inform them of their right to request an invitation to the initial IEP meeting be sent to the service coordinator or other representative of Babies Can't Wait. The district ensures 100% of young children referred by parents or other agencies prior to age 3 who are determined eligible for services have an IEP implemented by their third birthday. ● Rome City Schools has a Memorandum of Understanding (MOU) with Tallatoona Head Start and works collaboratively to identify and serve students enrolled in Head Start. The district also works to identify children in the community as candidates to attend Head Start and facilitates enrollment with Head Start's family advocates. For students attending Tallatoona Head Start and served through the district's special education program, specially designed instruction is provided consultatively, collaboratively, through co-teaching, or in the small group setting at Head Start. ● The district facilitates students' transition from Babies Can't Wait to a preschool special education services, from Head Start to kindergarten, and from local daycares, community-based classrooms, pre-k or the home to kindergarten through transition IEP meetings at the students' home school in the spring prior to students entering kindergarten. Transition IEP meetings ensure the students' needs are adequately planned for and the parents and future teacher(s) are supported in the transition. <p>1. Include any parent trainings and/or informational sessions that are provided by the district.</p> <ul style="list-style-type: none"> ● Rome City Schools provides parent trainings quarterly to support their understanding of special education, developmental delays/disabilities, and transition. Trainings are held in-person with a virtual option available as well. The special education coordinator attends all initial eligibility and initial IEP meetings for preschool special education students as well as preschool special education transition
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IDEA Performance Goals:

	<p>meetings to provide direct support to families. Individualized trainings for parents are provided upon request. The special education director will highlight the learning targets of parent training with special educators, general educators, school administrators, and community agencies to ensure their awareness to help them support parents.</p> <ul style="list-style-type: none"> ● Parenting classes for teen parents are held weekly at the Phoenix Learning Center and are focused upon developmental milestones, resources, and trust based relational intervention strategies. ● Preschool Special Education Child Find screenings offer families a service that can assist with identifying potential special education needs, provide educational opportunities with skills instruction, and early intervention education. Physicians, therapists, local preschool or daycare providers, or other entities can initiate a Child Find referral with parental permission. Parents may make a referral at any time. The preschool evaluation team conducts screenings using the Battelle Developmental Inventory Screening Tool, 2nd Edition. Screenings are conducted at RCS schools, in public/private child care programs, and in the home. ● Child Find notifications are shared in each school's front office and provided to local community agencies, such as daycares, community-based preschools, and physicians' offices to post. Child Find notifications are posted on the school system's website and in student handbooks. They are also provided annually through the Rome News Tribune. <p>1. Include detailed descriptions for proposed activities for young children with disabilities (e.g. The types of supports to be offered).</p> <ul style="list-style-type: none"> ● In determining the educational placement of a child with a disability, including a preschool child with a disability, Rome City Schools ensures the placement decision is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options, made in conformity with the LRE State Rules 160-4-7-.07, determined at least annually, based on the child's IEP, and is as close as possible to the child's home. ● The full continuum of services are available to preschool students in a regular education early childhood program in the public school, community, or home environment. The range of services for preschoolers placed in special education may include the following based on the child's IEP: supplementary aids and services in the regular early; direct services in the regular early childhood program by a special education professional utilizing a consultative, collaborative,
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IDEA Performance Goals:

	<p>or co-teaching model; and/or a separate special education program housed at a RCS school. To the maximum extent appropriate, children in Rome City with disabilities, including children in public or private institutions or other care facilities in Georgia are educated with children who are not disabled.</p> <ul style="list-style-type: none"> • Young children's activities are monitored by the special education director and special education coordinators to ensure fidelity. Monitoring of timelines ensures 100% of young children referred by parents or other agencies prior to age 3 who are determined eligible for services have an IEP implemented by their third birthday. Monitoring of timelines also ensures students referred after their 3rd birthday are evaluated, and if eligible, have an IEP implemented within 60 days of the signed consent to evaluate. The district also conducts ongoing evaluations based on child outcomes summaries used to describe how children are doing on three child outcomes: <p>ul</p> <ul style="list-style-type: none"> • Children have positive social-emotional skills (including social relationships). • Children acquire and use knowledge and skills (including early language/ communication and early literacy). • Children use appropriate behaviors to meet their needs. <p>Information used from the child outcomes summaries is used to support professional learning needs. The district also conducts ongoing monitoring of the LRE data and uses it to support professional learning needs.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on</p>	<p>Goal 3: Improve the provision of free and appropriate public education to students with disabilities. 1.li dir="ltr"Describe activities to improve the provision of FAPE for students with disabilities.</p> <ul style="list-style-type: none"> • Rome City Schools will provide professional learning centered around FAPE (IEP procedures, eligibility procedures, LRE, continuum of services, accommodations/ modifications) for all special educators
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IDEA Performance Goals:

<p>IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>using a host of resources. It is also estimated that 20-25% of Rome City Schools' special education teachers in FY25 will be 1st or 2nd year special educators in the district. Ongoing professional learning focused on FAPE is a necessity, especially with the large percentage of new hires with little to no experience in special education. First year special educators receive a three-day, in depth initial training on IEP and eligibility procedures at the "Rookie Retreat" held approximately two weeks prior to the first day of school. All special educators receive annual training on IEP and eligibility procedures at a districtwide back-to-school special education meeting. Lead special educators receive ongoing training on IEP and eligibility procedures monthly to support them in their facilitation at the school level. Ongoing monthly training objectives are based on needs identified through district level compliance monitoring or needs expressed by the special educators. The special education director will provide professional learning with the assistance of special education coordinators. The special education director and special education coordinator(s) will monitor completion through attendance and assessment of participants' follow-up activities. The special education director will highlight the learning targets with school administrators monthly to ensure their awareness to help them identify the provision of FAPE, or lack thereof.</p> <ul style="list-style-type: none"> ● Districtwide technical assistance is provided at least monthly to address the provision of FAPE, with regards to assistive technology, compliance related issues, and general troubleshooting and guidance. ● To ensure students with disabilities are served in the least restrictive environment, IEP committees follow the process below: <ul style="list-style-type: none"> ● Document the student's current levels of academic and functional performance. ● Write measurable goals from the information gathered, specifically addressing the student's needs. ● Determine which goals/objectives can be taught in general education settings considering: <ul style="list-style-type: none"> ● Age-appropriate and content appropriate settings available. ● Modifications to activities, materials, instructions and / or environments necessary. ● Personnel support for the student, teacher, and / or class. <p>li dir="ltr"For those goals / objectives which cannot be met in a general education setting, determine in which special education setting the goal / objective(s) will be taught.</p> <p>li dir="ltr"Determine settings or activities to provide additional</p>
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IDEA Performance Goals:

	<p>opportunities for interaction with nondisabled peers.</p> <p>li dir="ltr"Determine a method to evaluate the appropriateness of the LRE decision through ongoing assessment of student learning.</p> <p>li dir="ltr"A full continuum of services are offered for students receiving special education services:</p> <ul style="list-style-type: none"> ● General Education - Students with disabilities are served in the general education class with no special education personnel support. ● Consultation - Students with disabilities receive at least one segment per month of direct service from the special education teacher. ● Supportive Instruction - Students with disabilities receive service from personnel other than a certified teacher in the general education classroom (i.e., a paraprofessional, interpreter, or job coach). ● Collaborative Instruction - A special education teacher works with identified students with disabilities and the general education teacher within the general education classroom (less than full segment daily). ● Co-teaching - The special education teacher provides service in the general education classroom by sharing teaching responsibility with the general education teacher (full segment every day). ● Instruction for Individuals or Small Groups Outside the Regular Education Classroom - Students with disabilities receive direct service from the special education teacher in a special education classroom. ● Home-based Instruction - Students with disabilities receive direct service from the special education teacher at the child's home. Home-based Instruction may be used as a short-term placement option on occasions when the parent and LEA agree at an IEP meeting. ● Residential Placement In-State or Out-of-State - Students with disabilities receive direct service from the special education teacher in a residential setting as determined by the IEP team. ● Hospital/Homebound Instruction - Students with disabilities with medically diagnosed conditions restricting them to hospital or home receive direct service from a special education teacher. <p>li dir="ltr"Teachers who work with students with disabilities are included in the IEP team meetings to develop the individualized education plan including accommodations/modifications. Additionally, special education case managers ensure copies of accommodations/modifications are provided to all general education teachers working with students with disabilities at the beginning of the school year and after annual reviews or amendments. All teachers sign an</p>
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IDEA Performance Goals:

	<p>acknowledgement that they have received a copy of the accommodations/modifications for students with disabilities that they teach and will ensure accommodations/modifications are implemented. Teachers working with students with disabilities also have access to students' IEP through SLDS and GO-IEP where accommodations/modifications can be accessed.</p> <p>1. Outline activities that align specifically with how you are providing FAPE to children with disabilities.</p> <ul style="list-style-type: none"> ● Rome City Schools provide full educational opportunities to all children with disabilities, ages 3 through 21. RCS works collaboratively with Babies Can't Wait to ensure services are provided in Rome City from birth through two years of age. All children with disabilities between the ages of 3 through 21 who are residing in the school district are entitled to a free appropriate public education (FAPE), including children with disabilities who are: <ul style="list-style-type: none"> ul ● Migrant students; ● Expelled from school; ● Suspended from school for more than ten cumulative days in a school year; ● Students, ages 18-21 who have been incarcerated in a facility located in the district and were identified as a student with a disability in their last educational setting, but had not yet received a regular education diploma. <p>Students with disabilities identified and served under IDEA are entitled to FAPE through the age of 21 or until they receive a regular education diploma as defined by the Georgia Department of Education, whichever comes first. FAPE will no longer be provided by RCS upon a student graduating from school with a general education diploma, even if the student has not reached their 22nd birthday. The IEP team must address this policy with the parent(s) and student at the annual review prior to the student graduating and/or at a Summary of Performance meeting. A regular high school diploma does not include an alternate diploma or a certificate of attendance.</p> <p>Children with disabilities may be served in Babies Can't Wait in Rome City from birth to age three. The two organizations work together beginning when the child is 30 months of age to ensure a smooth and timely transition from BCW to RCS so FAPE is provided by the child's third birthday.</p> <p>At age 18, students become their own educational decision makers, unless a court decides they are not able to make these decisions and awards guardianship to another person. On or before the student's 17th birthday, the school is to inform the parents and the</p>
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IDEA Performance Goals:

	<p>student that at age 18, the student attains the age of majority in Georgia and will become his or her own educational decision maker. This is done and documented during the IEP meeting. The school may also inform parents of other options concerning guardianships, powers of attorney, or other options.</p> <p>li dir="ltr"Beginning at age 18, the school is to send all notices to both the parent and the student, but the student will provide informed written consent for any action requested by the system. When the student turns 18, he or she becomes the educational decision maker, but the parents retain the rights to all notices of meeting, notices of changes in program or placement, and notices of evaluations while the student is eligible under IDEA.</p> <p>li dir="ltr"In order to ensure FAPE, RCS is responsible for the cost of the required services and does not allow a delay in implementing a child's IEP. If services required in the IEP could be covered by the parent's or student's public benefits or insurance, RCS will request permission from the parent to use the Medicaid, other public benefits or insurance programs as permitted by the public benefits or insurance. However, failure to consent or withdrawal from consent will not delay implementing the child's IEP. Prior to accessing these forms of reimbursement, RCS will ensure that use of these forms of reimbursement will not decrease the available lifetime benefits, result in the family paying for services that would otherwise be covered by the public benefits or insurance programs and are required by the child outside of the time the child is in school, increase premiums or lead to the discontinuation of benefits or insurance, risk loss of eligibility for home and community-based waivers based on aggregate health related expenses nor result in out of pocket expenses to the parents such as copays or deductibles.</p> <p>li dir="ltr"Parental consent must be obtained prior to accessing a child's or parent's public benefits or insurance for the first time. Annually thereafter, written notice will be provided to the child's parents informing them of their rights to continue to provide or withdraw parental consent to utilize the child's Medicaid, public benefits or insurance programs. When considering the use of a parent's private insurance, prior parental consent is required for each request by the school system to access the parent's private insurance to cover a service required to provide FAPE. RCS will inform the parents that their refusal to allow the system to access their private insurance will not relieve the system of providing the required services at no cost to the parents.</p> <p>li dir="ltr"All decisions regarding services and supports are determined by the IEP team. Each IEP team carefully considers data and input from the team members, including the parents, to determine the student's present level of performance, strengths, weaknesses, goals, services, accommodations, modification, other factors, and placement options. Based on the data and input from team members, the IEP team determines the required supports and services deemed necessary in order for the child to receive FAPE; including but not limited to, accessible instructional materials, assistive technology for</p>
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IDEA Performance Goals:

	<p>school and/or home use, accessibility to extracurricular activities, residential placement, and extended school year. Services and supports deemed necessary by the IEP team will be provided at no cost to the parents and in a timely manner. Students served under IDEA must have access to regular physical education class unless the student has been assigned to a separate facility or requires adaptive physical education. Students with disabilities in RCS have available to them the same variety of educational programs and services, such as; art, music, Career, Technical and Agricultural Education that is available to nondisabled children served in the school.</p> <p>li dir="ltr" There are several ways to come to a resolution in a dispute with a system over the rights and services afforded to students with disabilities and their families. The quickest and most efficient method is to contact the special education administration in the system. The special education director can often assist a family to work out the differences with minimal time and conflict. When a resolution cannot be worked out locally, there are processes guaranteed to families of students with disabilities under the Individuals with Disabilities Education Act (IDEA).</p> <p>li dir="ltr" With regard to incarcerated individuals, the district has an understanding with the Floyd County Jail to receive a daily update on incarcerated individuals between ages 15-19. This daily report is reviewed by the Coordinator and monitored to determine if any of the incarcerated individuals are students with a disability by also utilizing the GUIDE portal.</p> <p>1.li dir="ltr" What supervision and monitoring procedures are being implemented to ensure that FAPE is being provided?</p> <ul style="list-style-type: none"> ● Supervision clearly outlines continuous review procedures to identify and ensure correction of noncompliance within the LEA. Supervision ensures that all guidance documents (policies & procedures) support IDEA and that appropriate staff receive professional learning and technical assistance. ● A review of the district's written procedures and practices for FAPE will be conducted semi-annually by the director of special education, special education coordinators, and lead special educators. ● Using the Georgia Department of Education Division for Special Education Services and Supports: Student Record Review to Determine Compliance, the special education director, with assistance from special education coordinators, will conduct monthly student record reviews to ensure FAPE and compliant IEPs. Special educators will be provided with feedback and technical assistance as needed. Any findings of non-compliance will be corrected through the IEP process. Additionally, required special education data submitted to GaDOE as well as internal data will be analyzed and used to ensure the provision of FAPE, or to improve it.
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IDEA Performance Goals:

	<ul style="list-style-type: none"> Progress monitoring data is used to develop and implement appropriate IEPs. Student progress toward IEP goals and objectives is progress monitored regularly as outlined by the IEP. Students are also progress monitored using curriculum based assessments weekly and/or bi-weekly. Additionally, student progress is monitored through benchmark assessments quarterly. The district offers IEPs that are reasonably calculated to enable children to make adequate progress that is appropriate in light of the child's circumstances. Progress monitoring data is a critical feature of ensuring students are making adequate progress and necessary adjustments to services are made in a timely manner to support the students' adequate progress. <p>1. How is PL for FAPE offered in your district?</p> <ul style="list-style-type: none"> Professional learning and technical assistance for FAPE and compliance is provided monthly to all special educators in the district. Additionally, more intensive professional learning and technical assistance for FAPE and compliance is provided to lead special educators to ensure they are able to support the special educators in their respective schools. The special education director will monitor completion through attendance. The special education director will highlight the professional learning and technical assistance provided to special educators with school administrators monthly to ensure their awareness to help them support special educators implementation of compliant practices. <p>1. Are there district procedures and practices in place that summarize how students' needs are being met?</p> <ul style="list-style-type: none"> In general, reports generated from GO-IEP and the student information system provide snapshots of how students' needs are being met through special education. Procedures and practices call for these snapshots to be analyzed quarterly and summarized for stakeholders. As an added note, procedures and practices recognize the district was recently found to have no determination of significant disproportionality, disproportionate representation, or significant discrepancy, successful practices that resulted from previous CCEIS implementation plans will continue as preventative measures. The district will continue to offer FBA/BIP training to select special education staff, continue district-wide Mindset training, continue close supervision of IEP teams to ensure the continuum of services is followed with scientifically researched interventions and data-based decision making, and additional professional learning for all faculty and staff on evaluation and eligibility. The district will also further develop the
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IDEA Performance Goals:

	<p>district-wide impact of services provided by BCBAs and TBRI coordinators.</p> <p>1. What data are you utilizing? The district uses a variety of data to determine students' present levels of performance. Data includes, but is not limited to the following:</p> <ul style="list-style-type: none"> ● IEP goal progress monitoring data ● Measures of Academic Progress (MAP) - Reading, Language Arts, & Math ● DIBELS ● GMAS / GAA 2.0 ● Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) ● School-wide Intervention System (SWIS) Data ● PBIS Rewards Data ● Curriculum-Based Measures and Assessments ● Summative Assessments ● Formative Assessments ● Rating Scales ● Structured Observations ● Analyzed Work Samples
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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>Goal 4: Improve compliance with state and federal laws and regulations. 1. How the Special Education Director will redeliver professional learning and technical assistance by Georgia Department of Education (GaDOE)? The Special Education Director will redeliver professional learning and technical assistance in a variety of ways. Weekly leadership meetings will be held with Coordinators and other affected staff members to impart new information gleaned from Director's Webinars, SELDA, and SEAC. The Director will also meet with the district-level itinerant staff on a weekly basis, at which time information will be provided. School-based leads will have monthly professional development with the Director and Coordinators. Additionally, the Director presents new information on a weekly basis to the RCS Cabinet members and monthly to Principals.</p> <p>How procedures and practices are implemented in your district to ensure overall compliance? What procedures are in place to address timely and accurate data submission? What procedures are in place to address correction of noncompliance (IEPs, Transition Plans)? How is PL offered for overall compliance, timely and accurate data submission, and correction of noncompliance?</p> <ul style="list-style-type: none"> Professional learning and technical assistance for FAPE and compliance is provided monthly to all special educators in the district. Additionally, more intensive professional learning and technical assistance for FAPE and compliance is provided to lead special educators to ensure they are able to support the special educators in their respective schools. During these monthly trainings, the special education director will redeliver professional learning and technical assistance provided by GADOE. The special education director will monitor completion through attendance. The special education director will highlight the professional learning and technical assistance provided to special educators with school administrators monthly to ensure their awareness to help them support special educators implementation of compliant practices. The district follows explicit procedures and practices outlined in the RCS Special Education Manual to ensure overall compliance. The use of GO-IEP supports compliance. Guidance is provided to all Lead Educators regarding transfer students. To the greatest extent possible, a district level LEA is present to facilitate and ensure overall procedural compliance at meetings where evaluation results and/or eligibility is being considered. A minimum of 10 IEPs will be randomly selected monthly and reviewed by the special education director and/or coordinators to evaluate special educators' compliant practices. In the event noncompliance is identified, the special education director or special education coordinator works with the special educator to correct the noncompliance in the most appropriate manner (i.e., IEP meeting,
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IDEA Performance Goals:

	<p>amendment, re-evaluation, etc.).</p> <ul style="list-style-type: none"> ● GO-IEP Dashboard Checks are completed monthly by Coordinators to ensure compliance with timelines and required events. An e-mail is sent from the Coordinator to the school-based lead special educator to address any issues of non-compliance. This information is compiled and is communicated monthly to Principals by the Director of Special Education. ● The district works collaboratively with district-level and school-level colleagues to maintain and report timely and accurate data for the following: <ul style="list-style-type: none"> ● ul ● Preschool exit data. ● Post-school outcome data. ● Timeline data (child find and early childhood transition). ● Continuation of services data. ● FTE 1 (October submission). ● CPI (October submission). ● Student class (October submission). ● Budgets and Budget Amendments for IDEA 619, IDEA 611, Preschool Disability Services, Parent Mentor Grant, High Cost Grant. ● FTE 3 (March submission). ● Student record. ● Excess cost calculation. <p>li dir="ltr" The district conducts monthly data checks to ensure all data is up to date. Collaborative teams consisting of principals, lead special educators, the special education director, special education coordinators, assessment and accountability director, assessment and accountability coordinators, student information system coordinators, human resources coordinators, the finance director, the assistant superintendent, and superintendent conduct checks and balances with data. Weekly cabinet meetings with all directors and the superintendent facilitate this collaboration. The department of special education cross-trains coordinators to analyze, submit, validate, and correct data. The district schedules collaborative efforts and data</p>
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IDEA Performance Goals:

	<p>submission activities using the calendar of due dates provided by GaDOE.</p> <p>li dir="ltr"Professional learning and technical assistance for FAPE and compliance is provided monthly to all special educators in the district. Additionally, more intensive professional learning and technical assistance for FAPE and compliance is provided to lead special educators to ensure they are able to support the special educators in their respective schools. The special education director will monitor completion through attendance. The special education director will highlight the professional learning and technical assistance provided to special educators with school administrators monthly to ensure their awareness to help them support special educators implementation of compliant practices.</p> <p>li dir="ltr"A resolution can be reached through several ways in a dispute with the district over the rights and services afforded to students with disabilities and their families. The quickest and most efficient method is to contact the director of special education in the LEA. The director can often assist a family in working out the differences with minimal time and conflict. The district and families have the IEP Team Meeting Facilitation process available to them. The IEP Team Meeting Facilitation is a collaborative dispute prevention and resolution process used when members of an IEP Team agree that the presence of a third party would help facilitate communication and problem solving. IEP Team Meeting Facilitation can be especially useful when there is a history of communication challenges or a meeting is expected to be particularly complex or controversial. When a resolution cannot be worked out locally, specific processes are guaranteed to families of students with disabilities under the Individuals with Disabilities Education Act (IDEA). These include: (1) mediation, (2) formal complaints, and/or (3) a due process hearing.</p> <p>li dir="ltr"Mediation (Georgia Rule 160-4-7-.12; 34 C.F.R. &sect; 300.506) is a way to discuss and resolve disagreements between the parent and the district with the help of a trained, impartial third person. Either the parent or the district can request mediation to resolve disputes. Since this process is voluntary for each party, both parties must agree to mediation. All discussions during the mediation process are confidential and may not be used as evidence in any due process hearings or civil proceedings. The Georgia Department of Education (GaDOE) contracts with a number of qualified mediators and will assign a mediator when mediation is requested. If an agreement is reached during mediation, the written agreement is legally binding in a State or District Court. The failure to carry out a written agreement may also be the subject of a formal complaint. For more information on mediation, refer to the Dispute Resolution chapter.</p> <p>li dir="ltr"Parents, as well as any individual or organization, may file a formal complaint (Georgia Rule 160-4-7-.12, 34 C.F.R. &sect; &sect; 300. 151- 300.153) with the GaDOE when they believe a violation of the IDEA or state special education rules has occurred. A formal complaint investigation is a procedure to determine whether the district is complying with federal or Georgia laws and/or regulations regarding</p>
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IDEA Performance Goals:

	<p>the provision of special education and related services to children with disabilities. The formal complaint investigation is conducted by the GaDOE through the use of qualified, contracted investigators. In addition to filing a complaint with the GaDOE, the party filing the complaint must forward a copy of the complaint to the district who serves or served the child. The district is required to respond to the complaint, and the response is requested within 10 business days. A parent who files a complaint will have an opportunity to engage voluntarily in mediation with the district to resolve the dispute.</p> <p>li dir="ltr" In addition to mediation and the state complaint process, certain disagreements between the parent and the LEA may be resolved through an impartial due process hearing (Georgia Rule 160-4-7-.12; 34 C.F.R. &sect;&sect; 300.507- 300.518). Parents or the district may request an impartial due process hearing regarding any matter related to the identification, evaluation, placement, or the provision of FAPE to the child.</p> <p>li dir="ltr" When an impartial due process hearing request is filed, the district must offer and convene a resolution meeting with the parent and the relevant members of the IEP Team within 15 days unless the parties agree to waive the meeting or participate in mediation instead of a resolution meeting.</p> <p>li dir="ltr" When the resolution meeting (or the alternate mediation) does not result in agreement, the impartial due process hearing will be held within 45 days after the 30-day resolution period. An impartial due process hearing is conducted as an administrative hearing.</p>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

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

<p>A. Well-Rounded Activities (WR)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY24 Title IV, Part A funds.</p>
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<p>B. Safe and Healthy (SH)-Climate/Culture Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY24 Title IV, Part A funds.</p>
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<p>C. Effective Use of Technology (ET)-Professional Learning Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY24 Title IV, Part A funds.</p>
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<p>D. Effective Use of Technology 15% (ET15)-Infrastructure Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY24 Title IV, Part A funds.</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	100% transfer of FY24 Title IV, Part A funds.
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Equity gap #1 was inexperienced teachers who could possibly affect student achievement. Intentional targeted teacher development on content, pedagogy, student supports and interventions in ELA were needed to increase student achievement and increase teacher retention . The intervention was effective with some adjustment of activities and strategies needed. The data source used to determine the success of this was teacher retention numbers.</p>
<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>Teacher recruitment for FY24 was more effective because we started earlier and expanded our recruitment to include additional colleges and venues with particular attention placed at HBCUs. Our teacher induction program was more effective this year with the inclusion of a mentoring handbook and monthly "checkpoints" to be completed. Additional accountability for principals, mentors, and district-level staff was included in the handbook to ensure that new teachers were supported throughout the year. Professional learning was tailored to the individual needs of teachers, which helped increase our teacher retention rate in Rome City Schools.</p>
<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>Equity gap #2 identified in FY24 was student achievement in identified subgroups. grade levels, and content areas. In regard to student achievement in identified subgroups. grade levels, and content areas, the intervention was effective but should be adjusted.</p>

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>Revising and refining the MTSS process for the system was effective in identifying trends and patterns in subgroup achievement and progress. The continuation of data teams at each school in FY24 was also an effective strategy to manage the RTI process and analyze individual student growth over time in order to determine which interventions were successful for each student. Collaborative planning was continued with an emphasis on including special education and ESOL teachers.</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	Student achievement in ELA and math
Title II, Part A	NA - transfer of Title II-A into Title I-A
Title III, Part A	NA - no participating schools
Title IV, Part A	NA - transfer of Title IV-A into Title I-A
Title IV, Part B	NA - no participating schools
Title I, Part C	NA - no participating schools
IDEA 611 and 619	Needs addressed will be speech language impaired services to identified students in participating private schools. We will continue to meet the Child Find requirements.



Rome City Schools Parent and Family Engagement Policy 2024-2025

What is Family Engagement?

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

- (A) That parents play an integral role in assisting their child's learning.
- (B) That parents are encouraged to be actively involved in their child's education.
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA).

About the Parent and Family Engagement Policy

In support of strengthening student academic achievement, the Rome City School District (RCS) has developed this parent and family engagement policy that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe RCS's commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. The RCS will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESSA.

Jointly Developed

During the annual Federal Programs Stakeholder Meeting in April, all parents were invited to participate and provide suggestions and ideas to improve this district parent and family engagement policy for the 2024-2025 school year. The district sent an email to all parents informing them about this meeting and posted an announcement on the school district website as well as all schools' social media platforms. During this meeting, parents also reviewed and discussed the Consolidated LEA Improvement Plan (CLIP). Additionally, each Title I school used its Parent Input Meeting to review the district parent and family engagement policy before the end of the school year.

Upon final revision, the district parent and family engagement policy was incorporated into the CLIP which was submitted to the state. Parents are welcome to submit comments and feedback regarding the policy at any time on the school district website or at your child's school. All feedback received by May 31st was included with the policy for this school year.

The district parent and family engagement policy is posted on district and school websites. The policy will be distributed during the annual Title 1 school meetings early this school year, and it is available in the schools' and district office. Continual feedback is welcomed through the forms or by contacting the school or district office.

Strengthening Our Schools

This year, the district Family Engagement Coordinator (FEC) will provide technical assistance and support to all Title I schools to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. Title I schools will receive notifications and resources from the district and the FEC to help them improve and strengthen family engagement. In addition to frequent communication and school visits, the district and the FEC will hold monthly meetings and trainings with its Title I schools' principals and school FECs to review family engagement plans and activities.

In addition to frequent communication and school visits, the district and the FEC will hold monthly meetings and trainings with its Title 1 schools' principals and schools' FECs to review family engagement plans and activities.

Reservation of Funds

The RCS will reserve 1 percent from the total amount of Title I funds it receives in FY25 to carry out the parent and family engagement requirements listed in this policy and as described in Section 1116 of the ESSA. Furthermore, the Rome City School district will distribute 90 percent of the amount reserved to Title I schools to support their local-level family engagement programs and activities. Priority will be given to the schools with the highest needs. The district will provide clear guidance and communication to assist each Title I school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations. The funds reserved by the district will be utilized to support resources that help improve communication with parents and schools becoming more welcoming will be the focus again this year. The district will reserve an additional amount of Title 1 funds to support a district Family Engagement Coordinator and resources to remove barriers to parent and family engagement.

Each Title I school will host an annual Parent Input Meeting in the spring for parents to provide suggestions on how these family engagement funds will be used in the upcoming year at the district and school-level.

Feedback forms and minutes from these meetings will be reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget.

Opportunities for Meaningful Parent Consultation

Input and suggestions from parents, family members are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend two meeting opportunities described in this section to share their ideas and suggestions to help the district, schools, and students to reach our student academic achievement goals.

Annual Federal Stakeholders Meeting ~ April 24, 2025

All parents are welcome to hear the latest updates from the Rome City School District as well as review and provide input into the district parent and family engagement policy and the Consolidated LEA Improvement Plan for the 2024-2025 school year. Notices regarding this meeting will be sent home to all parents in advance of the meeting. The district will also communicate information regarding this meeting on the school district website.

Parent Input Meetings ~ May 2025

During this month, each Title I school will be hosting a meeting for parents and family members to participate in information and feedback sessions to review the school improvement plan, the school's parent and family engagement policies as well as provide input on the family engagement budget and programs. Each Title I school will send invitations home and text parents notifying them about the date and time of the meeting. Information regarding the School Improvement Meetings will also be made available on the school and district websites.

Parent input on the use of Title I funds to support family engagement programs may also be provided through the annual district survey. The survey will be available in January and will contain questions related to the family engagement budget as well as a section for parents to provide their comments.

Unable to attend these meetings?

Please visit <https://www.rcs.rome.ga.us/page/title-i>

to review the meeting documents and minutes.

Building Capacity

Rome City Schools will build the schools' and parents' capacity for strong family engagement, in order to ensure effective involvement of parents and family members and to support a partnership among the Title I Schools, families, and community to improve student academic achievement through the following districtwide activities and programs.

Parents - RCS will work as a district and through its Title 1 schools to provide assistance to parents to understand state and district academic information connected to their student's learning and progress, as well as information regarding the Title 1 program. RCS will provide training for parents to gain knowledge about the challenging state academic standards, local academic assessments, as well as the required assessments for Georgia students including alternative forms of assessment. The dates and locations for

these classes will be posted on the district and school websites and shared through the district and school calendars.

The RCS District will also coordinate pages on the district and school websites that will contain resources and materials, including parent guides, study guides, practice assessments, and parent conference dates to help parents work with their children at home. Copies of these materials will be made available at all Title 1 schools for families who may have limited internet access, including copies in Spanish. To assist parents with understanding the online student information system and other digital educational resources (including education about the harms of copyright piracy), technology and media specialists will partner with Title 1 schools to host workshops for parents. Dates and times for these workshops will be determined and announced by each individual school and on the district and school websites.

RCS has established a districtwide Parent Advisory Council composed of parent representatives from each Title I school to provide advice on all matters related to family engagement in Title, Part A programs. Community leaders and business partners will be invited to serve on the council. The district will also encourage collaboration and participation with community partners by posting materials and feedback opportunities for council and other district meetings on the website to accommodate the schedules of these valuable partners.

RCS will coordinate and integrate the district's family engagement programs with the local preschool program and other federal or state-funded preschool programs in the district by inviting faculty and staff from those programs to attend planning meetings focused on family engagement activities. In the spring, the elementary schools will host Kindergarten Transition Meetings so parents may receive information and training to help prepare them and their children for Kindergarten. RCS will also coordinate with these programs to ensure that parents are informed about available resources.

RCS will coordinate with schools and the district PAC to remove identified barriers of timely communication, childcare, and transportation so that all parents and families can attend training and meetings.

School Staff - RCS will train principals and parent mentors monthly so that they may learn and discuss strategies to increase family engagement, improve school-family communication, and build ties with parents and the community. Additionally, two annual trainings will be conducted with faculty and staff of each Title 1 school, providing resources and information catered to the results of the parent surveys.

To ensure that information related to district, school, parent programs, and activities is available to all parents, each Title I school is required to send home and post online information for parents and family members in an understandable language and uniform format. At the beginning of the year, school staff will be trained on parent notifications and resources to be sent home in parents' preferred language, where applicable, providing interpreters at parent meetings, training, and events. Information posted on the district website will be translated to the extent practicable and with the extent of Google Translate. The district will also utilize school phone call systems, district and school websites, local news media, and social media to post information for parents.

Parent and Family Engagement Evaluation

Each year, RCS will conduct an evaluation of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality of the Title I schools through an annual parent survey and the Parent Input Meetings.

Beginning in January, each Title I school will send home a survey and text message the link to the survey for parents to provide valuable feedback regarding the parent and family engagement activities and programs. These surveys will also be posted on the district and school websites for parents to complete.

In addition to the annual survey, each Title I school will also use the Parent Input Meeting to facilitate group discussions to discuss the needs of parents of children eligible to receive Title I services to design strategies for more effective family engagement.

RCS District will use the findings from the school input meetings and the survey results to design strategies to improve effective family engagement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies.

Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district family engagement coordinator will communicate and collaborate with the Office for Student Support Services to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand. In addition, guardians of students who reside in neglected/delinquent residential facilities in the school attendance area are included in the parental involvement correspondence and activities.

Mark Your Calendars

Annual Parent Survey

January - February 2025

Federal Stakeholders Feedback Meeting

April 25, 2025 - RCS College and Career Academy

Parent Input Meeting

May 2024 - Local school sites

Adoption

This district wide parent and family engagement policy has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, school, and district personnel at the annual federal programs stakeholder meeting.

This policy was adopted by the Rome City School School District on June 17, 2024, and will be in effect for the 2024-2025 academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children before or during October, 2024.



FY25 Foster Care Transportation Plan

Local Educational Agency (LEA) Rome City Schools

Superintendent Name Dr. Eric L. Holland

Mailing Address 508 East Second Street

Physical Address (if different from above) _____

City Rome **Zip** 30161

Foster Care Point of Contact (POC) Name Ms. Jassuandra Bryant **POC Email** jassuandra.bryant@rcs.rome.ga.us

POC Mailing Address 508 East Second Street

City Rome **Zip** 30161

POC Telephone 706-236-5050 **POC Fax** _____

Superintendent Signature

6/18/2024

Click here to enter a date.

Date

Eric L. Holland

Print Name of Superintendent

FY25 Foster Care Transportation Plan

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

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

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

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

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

Friday, June 30, 2024

Instructions for submission:

- After the LEA superintendent signs the assurances, scan the entire document as a PDF and save it as the "FY25 Foster Care Transportation Plan".
- Upload the signed PDF version of the document to the CLIP online portal via the Consolidated Application for FY25.

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

I. Foster Care Transportation Plan: PLANNING			
<p>A. The LEA's role is to have a transportation plan in place for children in foster care to their school of origin. Describe your plan to:</p> <ol style="list-style-type: none"> 1. Coordinate transportation with the local child welfare agency. 2. Implement steps to be taken if additional costs are incurred. 3. Execute the local dispute resolution process. <p>Include the roles of key players (e.g. LEA Foster Care Point of Contact, LEA Superintendent, LEA Federal Program Director, EPAC Unit Education Support Monitor, Case Worker, Court Appointed Special Advocate, Juvenile Court representative, etc.) <i>Please limit the response to 1,000 characters.</i></p> <ol style="list-style-type: none"> 1. When DFACS contacts us, we will work with them on a case-by-case basis for transportation issues. 2. We will coordinate with neighboring school systems as needed to coordinate transportation. 3. We will not incur additional costs. 4. In the event of a dispute, the Superintendent will be informed to assist in resolution. 			
<p>B. What steps should an LEA and local child welfare agency take to ensure that transportation is provided immediately, even if they face difficulty reaching agreement on how to pay for additional transportation costs? <i>Please limit the response to 1,000 characters.</i></p> <p>All attempts at creative solutions will be made for the best interest of the child including all other agencies. Students will be enrolled and transported as soon as possible.</p>			
<p>C. The LEA must designate a Foster Care Point of Contact that coordinates with the local child welfare agency. Describe the point of contact's role and responsibilities. <i>Please limit the response to 1,000 characters.</i></p> <p>The point of contact for RCS is Ms. Jassuandra Bryant She is the district Social Worker and Homeless Liaison. Her responsibilities as the point of contact will be to act as the liaison between the district and DFACS and the Hospitality House or Open Door Home as it relates to immediate enrollment of homeless, sheltered, or foster care students and transportation.</p>			
II. Foster Care Transportation Plan: GUIDING QUESTIONS			
<p>A. If a child is placed within the LEA's school attendance area and projected transportation cost are negligible, transportation should be immediately provided without supplemental assistance from the local child welfare agency. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if:</p>			
	YES	NO	N/A
1. The local child welfare agency agrees to reimburse the LEA for the cost of such transportation.	Yes		
2. The LEA agrees to pay for the cost of such transportation.	No		
3. The LEA and local child welfare agency agree to share the cost of such transportation.	No		
<p>Describe the agreement the LEA has made with the local child welfare agency regarding transportation costs. <i>Please limit the response to 1,000 characters.</i></p> <p>At this point, we have an MOA that establishes we will attend to transportation issues on a case-by-case basis when feasible.</p>			
B. All LEAs must meet the requirement to provide transportation for children who are in foster care to their schools of origin (<i>Similar to the McKinney-Vento</i>	Yes		



Richard Woods, Georgia's School Superintendent
Ensuring Georgia's Future

FY25 Foster Care Transportation Plan

<p><i>requirement for students experiencing homelessness</i>). Does your LEA currently provide transportation services? If no, describe your plan to meet this mandate.</p>	
<p><i>Please limit the response to 1,000 characters.</i></p> <p>We provide transportation that does not incur extra costs on a case-by-case basis.</p>	

ASSURANCES

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

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

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

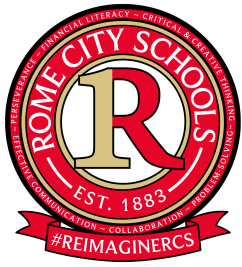
Rome City Schools
LEA Name

Eric L. Holland
Printed Name of Superintendent

Superintendent
Title


Signature of Superintendent
(Please sign in blue ink only)

6/18/2024
Date



ROME CITY SCHOOLS

Home of the Wolves

Superintendent
Eric L. Holland, Ph.D.

"NO ONE OF US IS AS GREAT AS ALL OF US!"

Rome City Schools participates in the Abraham Baldwin Agricultural College's Migrant Education Program Consortium.

