



District Improvement Plan 2025 - 2026



Miller County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Miller County
Team Lead	Robert Green-Federal Programs Director
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A Parent and Family Engagement set-aside Title V, Part B
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)	NA

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student Safety
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Protocols and procedures to ensure that Facilities Plan is effective
Root Cause # 2	Protocols and procedures to ensure that Safety Plan is effective
Goal	Ensure student safety

Action Step # 1

Action Step	Update and enforce local safety plan.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	District & School Leadership worksessions
Method for Monitoring Effectiveness	Observation Video capture from surveillance camera Collaboative agency feedback Student Information System Data Collection
Position/Role Responsible	Superintendent Program Directors Principals Safety Coordinator Nurse
Evidence Based Indicator	Strong

Action Step # 1

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

Action Step	Maintain proper working order of Centegix response system
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Centegix Data Collection
Method for Monitoring Effectiveness	Test Drills Professional Learning Safety Plan reviews
Position/Role Responsible	Technology Director Principals

Action Step # 2

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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Action Step # 3

Action Step	Each school will have a progress discipline plan in the student handbook
Funding Sources	N/A
Subgroups	Foster Homeless English Learners Migrant Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Student Information System event codes
Method for Monitoring Effectiveness	Reduce office referrals Reduce ISS placement

Action Step # 3

Method for Monitoring Effectiveness	Reduce out of school suspension
Position/Role Responsible	Principals
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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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student achievement
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Consistent use of progress monitoring data to differentiate instruction.
Root Cause # 2	MTSS effectiveness
Root Cause # 3	Observable professional learning outcomes
Goal	Increase student growth on all indicators.

Equity Gap

Equity Gap	Inexperienced teachers (less than four years of experience)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 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	Provide professional for inexperience teachers to develop, implement and monitor effective interventions.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Observation TKES Instructional Rounds
Method for Monitoring Effectiveness	Student progress monitoring
Position/Role Responsible	Principals Academic Coaches
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)?

Action Step # 2

Action Step	Increase the complexity of Instructional Rounds and the Teacher Clarity project to support improvement of instruction.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	PDExpress surveys TKES Observation
Method for Monitoring Effectiveness	Instructional rounds conferencing PLG pre and post conferencing Academic coach conferencing and walkthroughs
Position/Role Responsible	Principals Curriculum Director Federal Programs Director Special Education Director Academic Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

Action Step # 2

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

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Learning opportunities
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Effective Co-Teaching for Students With Disabilities
Root Cause # 2	Lack of effective Family & Community engagement strategies
Root Cause # 3	Lack of pathways to graduation
Goal	Increase student learning opportunities

Equity Gap

Equity Gap	Pathway completers
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-10 Equitable allocation of academic resources to students

Action Step # 1

Action Step # 1

Action Step	Retain professionally qualified teachers
Funding Sources	Consolidated Funding
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	Targeted professional development for teachers with 3 or less years of experience
Method for Monitoring Effectiveness	Academic Coaching
Position/Role Responsible	Principals Academic Coaches
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)?

Action Step # 2

Action Step	Increase the number of paths to graduation
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Increase number of course offerings
Method for Monitoring Effectiveness	Student feedback/rating scales Student Information System
Position/Role Responsible	Principals
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)?

Action Step # 3

Action Step	Explore opportunities to earn high school credit at middle school level
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Increase number of course offerings
Method for Monitoring Effectiveness	Student Information System
Position/Role Responsible	Principals
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)?

3. DISTRICT IMPROVEMENT GOALS

3.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student attendance
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Attendance policy needs to be followed through with fidelity.
Root Cause # 2	Data from Student Information system needs to be examined carefully to determine that attendance is captured accurately
Root Cause # 3	Family & Community Engagement activities need to stress the impact of lack of attendance
Goal	Improve student attendance

Action Step # 1

Action Step	Review and revise attendance policy
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	x
Method for Monitoring Effectiveness	x
Position/Role Responsible	x
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)?	
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4. REQUIRED QUESTIONS

4.1 Coordination of Activities, Serving Children, and PQ

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>The district will transfer 100% of TII funds into TIA.</p> <p>The following levels of coordination of services are continuous throughout the school year. Documentation of each level provides a culmination of information to contribution to the annual review of the district CLIP and each School Wide Plan.</p> <p>District Leadership</p> <p>District Level leaders collaborate with the Superintendent in the updating and maintenance of the strategic plan. Each program manager ensures that the district CLIP is aligned to the Strategic Plan. The superintendent has regular meetings to review progress of the strategic plan. At this time each program manager communicates the impact and area of improvement of each program. The Superintendent shares and gathers input from the Board of Education in their monthly works sessions, as well as civic groups and organizations.</p> <p>Community Partners: District Level</p> <p>The Social Worker is the liaison with Family Connections for Intra agency Collaboration. Each month, each program manager receives the agenda for the upcoming Family Connections meeting and is able to relay information about the federal programs and request input from the members as well as present to the group as necessary. The social worker follows up with the program manger on the outcome of each Family Connections meeting.</p> <p>Parents & Community: School Level</p> <p>MCS provides input from parents and community regarding school improvement and federal compliance measures through its continuous and ongoing onsite and online activities, Annual Title I meeting, Family & Community activities, and interagency collaboration.</p> <p>CLIP Stakeholder groups meet quarterly. Stakeholder groups are the bridge between the voice of the family and community and the implementation of each school's Family Community Engagement Plan which is imbedded in the district and school improvement plans. To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: process for conducting leadership team meetings, requirements to complete an agenda for a leadership team meeting, process for data analysis, interpretation, and reporting; process to ensure continuous school improvement, process to provide staff development for teachers to connect the school improvement process to instruction, collaboration with district to align school and district improvement plans; review(s) of school improvement plans to district level administrative team,</p>
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Coordination of Activities

	<p>and communication between Principal and Leadership team.</p> <ul style="list-style-type: none"> • Input from stakeholders to assist in coordinating federal activities through the following survey questions aligned to the district's strategic plan. Each section of the survey allows the respondent additional free form opportunity for feedback. Respondents are asked to rank each initiative for each strategic goal from 1-5 in importance to them. <p>Strategic Goal #1 Improve Student Safety</p> <ul style="list-style-type: none"> • Ensure parent contacts are up to date for electronic alerts • Provide training to parents on how to access electronic informational platforms • Provide access to the school safety plan to the public • Ensure that all employees participate in mandatory safety training • Conduct practice drills that align to procedures in the safety plan and make changes to the safety plan accordingly <p>Strategic Goal #2: Increase Student Growth On All Indicators</p> <ul style="list-style-type: none"> • Provide assistance to parents on how to interpret electronic score reports • Provide teacher training on accurate use of materials that measure student growth • Use achievement data to ensure that the lowest performing students receive the greatest amount of support • Secure and maintain materials for teachers that provide accurate student growth data • Conduct practice drills that align to procedures in the safety plan and make changes to the safety plan accordingly <p>Strategic Goal #3: Increase Student Learning Opportunities</p> <ul style="list-style-type: none"> • Maintain collaboration with agencies outside of the school system to support student achievement such as Family & Children Services and Mental Health Providers • Provide expedited services for critical need areas such as Foster Care, Migrant, and students whose second language is English • Provide experiences for Middle School Students to receive high school course credit • Provide new enrichment activities for Elementary School students • Increase course options in high school that lead to graduation <p>Strategic Goal #4: Improve Student Attendance</p> <ul style="list-style-type: none"> • Ensure that the student information system is used with accuracy to capture attendance data • Investigate the root causes of poor student attendance • Provide interventions to improve attendance • Provide training for parents on how attendance is captured and how to work with their children to improve attendance • Ensure that the attendance policy and procedures are easily
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Coordination of Activities

	<p>accessible to the public</p> <p>Questions associated with these types of prompts are delivered in a variety of formats, written and electronic during events where Community and Parent Stakeholders gather such as: School Council, School Parent Nights, Athletic events and open houses. Each school's leadership team has access to the survey to view ongoing responses. The survey is posted on the district website.</p> <p>The school use survey level data to plan for meaning family and parent engagement activities.</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>For all three: 1) Ensure technical assistance is requested and follow through on understanding and reporting CPI, In-Field and PQ, 2) Ensure that HR Director understands the process for #1, 3) Ensure that effective hiring procedures are followed. The district monitors in field data to ensure that all teachers are teaching segments that are In-Field and makes adjustments to class level data accordingly. Ineffective teachers are monitored closely on the school and district level by ensuring that TKES is completed with fidelity and supporting documentation from multiple evaluators is entered into the platform. Ineffective teachers are required to have PLGs that match their weaknesses. Additional professional learning and support from the academic coach is assignment and monitored for effectiveness through TKES. The district pre-screens applicants to determine if they have been assigned an UNSAT and monitors UNSAT data through the PSC portal. Teachers that are inexperienced (0,1,2,3) years experience are given gradual levels of support depending on data entered into the TKES platform, this includes mentoring, academic coach and peer support as well as individualized professional learning and follow up conferencing.</p>
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Professional Growth Systems

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>There has been a much stronger emphasis and follow through on In-District professional learning to ensure job embedded development of skills. The district uses PDExpress as a method to report effectiveness, monitor TKES professional learning goals as well as building awareness of the types of professional learning and their benefit to certified staff. There has been a much clearer record to the extent that paraprofessionals receive PL.</p> <p>Administrators have a clearer picture of how to plan, implement track the types of PL that are offered- In District and Out.</p> <ul style="list-style-type: none"> • The system continues to monitor barriers to attract and hire professionally qualified personnel. Improvement has been made in terms of a knowledge base to support reporting PQ/In-Field and CPI. • The following items will be monitored for a measure of effectiveness:ul • Effective monitoring and alignment of job embedded professional learning to individualized professional learning plans/goals • Operate effective school leadership teams • Continue to improve ability to identify, collect, interpret and report achievement, attendance and discipline data • Effectively document lack of standards based instruction, differentiation, and implementation of MTSS • Improve instructional best practices in the middle and high school <p>The need for professional development for all staff is data driven. Examples include:</p> <ul style="list-style-type: none"> • Employee surveys • TKES/LKES PLG and summative evaluations • Student achievement data: Benchmarks, Statewide assessments • School leadership team outcomes • Classroom walkthroughs • Academic coaching cycle notes • CCRPI • Cross Functional Monitoring results <p>Actions to support professional growth and improvement stages of career development and performance for teachers, principals/asst. principals, and other school leaders</p> <ul style="list-style-type: none"> • Consistent monitoring and feedback of PLGs in TKES and LKES • Instructional Rounds and Teacher Clarity project for teachers • Targeted professional development for paraprofessionals • District level progress monitoring review of CLIP with Superintendent • SIP progress monitoring review with Federal Programs Director, SPED Director and Curriculum Director
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Professional Growth Systems

	<ul style="list-style-type: none"> • Observations, walkthroughs and follow up conferencing with Academic Coach • Maintain alignment of the district CLIP with the Superintendent's Strategic Plan.
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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 and Gifted 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>At the Superintendent's discretion, certification will be waived on a case by case basis in all grades and content areas except for Special Education whereby the Special Education teacher is a teacher of record.</p> <p>The waiver for individual teachers PK-12 is effective until a completed a program of study meets the qualifications for a clear renewable certificate. The Superintendent will decide whether or not to extend the period of waiver.</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.</p> <p>[Sec. 1112(e)(1)(B)(ii)]</p>	<p>Clearance Certificate Bachelor's Degree</p>
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State and Federally Identified Schools

State and Federally Identified Schools

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>The district does not have federal or state identified schools. However, the district is closely monitoring the middle and high school through professional learning identification of equity gaps. Should a school receive a CSI/TSI designation, the following steps will occur:</p> <ol style="list-style-type: none"> 1) Amend CLIP and Schoolwide Plans to reflect needs. If the designation falls in line with the development of the next school year's improvement plans, the CNA will be closely monitored to ensure that it aligns with the factor contributing to the CSI/TSI designation 2) Readdress and priority professional learning needs on the district and school level 3) Ensure that TKES/LKES PLG align with school improvement needs 4) Seek technical assistance from RESA and/or DOE.
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CTAE Coordination

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>Miller County is primarily agricultural and related businesses. Recently our local hospital has expanded its services and physical plant generating the need for more health professionals. Business and technology is used throughout the community consisting of bank employment and retail marketing positions. Occupations for Georgia: health care workers are high demand, high skill, high wage occupations. Miller County Schools offers two health care pathways. Allied Health and Medicine and Health Care Support services. The clusters we offer are Health Science, Agriculture & Natural Resources, Welding, and Information Technology. Health Science cluster is the area that according to Georgia Department of Labor that offers the highest salary, demand, and skill of the three we offer. In addition, the health care industry is the fastest growing industry in Georgia. It must be noted that according to the Georgia Department of Labor, the demand for agricultural and related workers in the Southwest Georgia area will continue to rise as well as the demand for health workers. The Information Technology cluster appears to be on the wane. The job market in Miller County is expected to decrease; however, the projection for health care workers and farm workers is expected to rise according to the Georgia Department of Labor. It must also be noted that the department of labor encourages the addition of employability skills/soft skills to the CTAE curriculum. The job market in our area is brisk for Business and Technology workers. Welding is the 3rd most popular job demand area we plan to add additional courses. Our agriculture and health pathways are engaging with local businesses as well as our welding program. Our CTSOs generate interest from the general public as well as our local businesses. All of our pathway offerings interact with the local hospital and other employer engagement activities. FBLA is active for the students enrolled in Information Technology. The increased community involvement and increased membership in CTSO's is a goal. Welding has several field trips planned so students</p>
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CTAE Coordination

	<p>can experience the interview process as well as the environment for a welding shop. Currently we have an advisory board that includes Southern Regional and ABAC. We have been working together to offer pathways that meet our students' needs to be successful in the workforce whether that be technical school or college or gainful employment. We continue to offer dual enrollment classes and pathways on our local campus as well as on the Southern Regional and ABAC campuses. We are in the process of aligning our offerings with these institutions to ensure a smooth transition of our students into the workforce or</p> <p>post- secondary training. We are currently in the process of implementing Work-Based learning opportunities for our students. This need we are addressing this year. This program will enable our students to experience realistic work environments. The Miller County Hospital and nursing home has recently expanded their physical plant and services. They are looking for graduates who have training to fill positions. We are working directly with the HR representative from Miller County Hospital. They provide career information for our students. According to the Georgia Department of Labor agriculture and related occupations will rise by 3 percent. In addition, health science occupations will rise 3 percent. We are in close contact with the hospital and nursing home as well as the local physicians. We tap into those resources with field trips and guest speakers. Our young farmer organization and FFA Alumni Association are very active, therefore our agriculture education teachers are in close</p> <p>contact with these individuals and their expertise. As far as information technology is concerned, we have three banks and two loan concerns in Miller County. There are also farm service offices that hire our graduates. Information technology graduates have the opportunity to become MOS certified. This enables these completers to enter the job market with certifiable skills. In all pathways, employability skills are taught and academic skills are embedded. Science credit is obtainable by taking General Horticulture and Plant Science, Animal Science Biotech, and Essentials of Health Care. CTAE teachers work with the academic teachers to bridge the gap. We use industry standards, as well as state standards. Business and industry also provide input as to what they are looking for in workers and we try to incorporate this into our programs. Our program committees and advisory committee is very active in providing information and feedback for our programs We work very closely</p> <p>with Southern Regional Technical College and ABAC to ensure that our students are prepared. Articulation and dual enrollment is achieved with our close relationships with ABAC and Southern Regional. Courses are offered on our Miller County campus as well as the Bainbridge campus. Our CTAE CTSO's are very active in the community. These activities encourage the interaction of teachers, students, community leaders, and business owners as well. Representatives from the community are brought into</p> <p>the school as consultants and speakers. Future Farmers of America is especially active. Our teachers stay in contact with our industry</p>
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CTAE Coordination

	<p>supporters by phone and e-mails as well as meetings. Conferences provides opportunities for CTAE teachers to interact with other professionals in the educational field. We have active alumni associations that enable us to interact with professionals in the world of work. Teachers are encouraged to attend conferences and attend professional learning sessions. CTAERN also offers opportunities for professional development. Teachers are encouraged to attend conferences and</p> <p>take workshops to hone their skills. CTAERN has provided numerous virtual workshops that have been utilized by our administrative staff as well as our teachers. Our CTAE teachers recruit all students in their respective pathways. We are currently implementing a CTAE exploratory experience for our 8th grade students. Pamphlets, information on our website, and 4-year plans encourage students to be successful. Guidance counselor and principals are very supportive of our CTAE efforts. Such events as Parent Night, advisory sessions, and school-sponsored activities encourage students to enroll in CTAE pathways.</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>	<ul style="list-style-type: none"> ● Improve family & community engagement efforts ● Provide technical assistance and professional learning on extracting and analyzing SIS discipline data and determine effects on student achievement ● Provide technical assistance and professional development on proactive leveled discipline to decrease incidence of office referrals ● Provide meaningful feedback for classroom walkthroughs and observations
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4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Educational 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>A high school graduation plan is created for each student when they begin high school at Miller County High school. The plan serves as a guide for the students to know which classes they need to take to meet high school graduation requirements. A copy of the plan is kept in the Guidance Counselor's office and is annually with each student. All eligible 11th and 12th grade students are allowed to participate in Dual Enrollment classes. This allows high school students to earn college credit before they graduate high school. The Miller County school system works with ABAC University and Southern Regional Technical College to provide dual enrollment opportunities. Students at Miller County school are required to create an account with the Georgia Student Finance Commission. Their account with GaFutures provides them with the information they need to secure funding for post secondary education and to track their Hope Scholarship eligibility. Miller County high school students are also able to participate in Work Based Learning. The WBL program is designed to allow students to gain experience in areas of future potential careers, and develop job skills in real world situations. For several years the 8th grade students have participated in a World of Work field trip. This trip is a hands-on career experience that connects students with future potential careers. Each year the Miller County school district submits requested Transition Plans for SWDs. These plans are monitored for compliance. These plans are developed for each high school SWD. These assist SWDs in preparing for their future after high school. The school district also submits Post School Outcomes data each year for SWDs. This information is used to track the level of engagement of SWDs in school or employment after graduation. Graduation rates and Readiness reports are analyzed each year to measure how our district does compared to the state of GA. Readiness scores measure whether students are participating in activities that are preparing them for and demonstrating readiness for the next level, which could be college or career. Our district graduation rates are consistently higher than the state average, while our readiness scores typically fall below the state average.</p> <ul style="list-style-type: none"> • Continue to improve family and community engagement efforts • Ensuring collaboration across state and federal programs • Ensure that school counselors address post-secondary options
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Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.	<p>Collaboration with Pre-K Program</p> <p>Collaboration with HeadStart</p> <p>Students at the elementary level benefit from participation in the "Little Pirates, Big Dreams" program. A program where a variety of successful professionals from our area are interviewed by students about what they had to do to achieve their success. The Guidance Counselor at the elementary school level conducts classroom lessons in all elementary classrooms. These lessons are designed around a central monthly theme. The themes are related to positive behavioral attributes or future planning.</p>
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Title I, Part A - Targeted Assisted Schools Description

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.	Not Applicable
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Title I, Part A – Educational Programs

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.	<ul style="list-style-type: none"> ● Academic Coach Services: The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness. Academic Coaches are provided at each school in order to increase effective professional practice and increase student achievement. One way that this is accomplished is through classroom observations and instructional rounds ● Paraprofessionals ● Technology equipment and supplies ● Substitutes for Professional Learning ● Support of Professional Learning Communities ● Tiered, research-based, intervention software: Data is collected from instructional programs and or progress monitoring like Exact Path, IXL, [station, ALEKS, and STAR. This information is used to adjust instruction, and is shared with parents. The information is
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Title I, Part A – Educational Programs

	<p>presented to parents absent of technical language and is presented in easy to understand language. The schools have multiple sources of data that are used to monitor the learning of students. The MAP assessments that are given through the year are a major source used to make instructional decisions. The teacher also use data provided by many of the other programs used in the district such as iStation Math and Reading, ALEKS, Star, and core instruction assessments. The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.</p> <p>Parents are given access to student information through a parent portal. Students and parents are able to use this platform to monitor grades.</p> <p>Neglected and Delinquent Schools- There are no Neglected and Delinquent facilities in the district. Should students residing in Miller County be placed in a N/D facility outside of the district: Students that are served in N/D facilities will be given access to electronic platforms such as iStation Math and Reading, that all students in the schoolwide school(s) have access. This includes all materials that are supplemented to the school such as library sets and coach books. If there are supplemental materials that meet the unique needs of students in the N/D setting, those materials will be provided as well. Although N/D students do not have direct access to TI funded personnel, collaboration with the N/D facility can serve as documentation of need to obtain additional staff such as tutors of after school hours assistance.</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>Ensure that occupational survey is given to all returning students at the beginning of the school year and procedure is reviewed with school counselors, social worker and enrollment clerk</p> <p>Ensure that new enrollment applications include the Occupational Survey and procedure is reviewed with school counselors, social worker and enrollment clerk</p> <p>Monitoring of enrollments</p> <p>Regular consultation with Migrant specialist</p> <p>Monitoring of records through GADOE portal, Student Information System</p> <p>Timely implementation of services</p> <p>Home based services as needed</p> <p>Collaboration with N/D, Homeless, ESOL assistance</p> <p>Ensure that staff requests translations of Occupational Survey at time of registration other than those provided if needed</p> <p>Use MSIX system for accurate data for transfer of records, research appropriate student placement - classes students have taken (historical data), if a student has moved within the district boundaries</p> <p>Registrars will send Federal Programs Director Occupational Surveys that indicate possible need of services (any YES) answer in order that timeline can be established for timely receipt of school records</p> <p>Migrant students are not denied access to services based on lack or incomplete school records. Consideration of services via procedures will begin as soon as criteria is identified through the occupational survey.</p> <p>Registrars will send Federal Programs Director Occupational Surveys that where at least one "yes" and one or more of the boxes from 1 to 7 is/are checked; later, the Federal Programs Director will fax occupational surveys to the Regional Migrant Education Program Office serving the district for a follow up.</p> <p>Federal Programs Director will collaborate regularly with ABAC MEP fiscal agent in facilitating recruitment needs</p> <p>Federal Programs Director will collaborate regularly with ABAC MEP fiscal agent for status and facilitation of services following parent interviews</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).</p> <p>2. Direct-funded LEAs describe:</p> <p>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.</p> <p>4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.</p>	<p>Monitoring of enrollments</p> <p>Regular consultation with Migrant specialist</p> <p>Monitoring of records through GADOE portal, Student Information System</p> <p>Timely implementation of services</p> <p>Home based services as needed</p> <p>Collaboration with N/D, Homeless, ESOL assistance</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>The Miller County School system will use the SSIP process to achieve positive outcomes/graduation rates for students with disabilities.</p> <p>The Miller County school system has shown an increase in percentage of students with an IEP graduating from high school with a regular education diploma, and has exceeded the state target for the previous 2 years. 80% (2020-2021) and 90% (2021-2022). The dropout rate for SWDS has increased this past year, but still remains below the state average. 0% (2020-2021) 10% (2021-2022).</p> <p>Case managers will monitor attendance of students and will maintain parental communication logs. The communication logs will be shared with the district office every 9 weeks. Any issues with lack of progress should be addressed by an IEP team. Teachers receive annual training on this procedure.</p> <p>All SPED case managers will meet with their students and the guidance counselor at the beginning of 9th grade year to review graduation plan expectations. Meeting sign in sheets will be used to monitor this activity.</p> <p>Transition plans will be reviewed annually as part of the IEP process. Transition compliance modules will be used as PL for support as needed. A transition plan checklist will be utilized as a tool for checking transition plans. The checklist will be used as documentation and to monitor this activity. Teachers identified as needing PL for transition planning will be identified and district staff will be responsible for provision of training opportunities.</p> <p>To improve outcomes for SWDs the district will provide Co-teaching PL for general education and special education teachers. This training will focus on the development of specially designed instruction in the co-taught setting. The effectiveness of this training will be monitored with classroom observations by district staff. Observations and sign in sheets will be used for documentation of implementation.</p>
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IDEA Performance Goals:

	<p>The Miller County School system seeks to achieve 100% of its SWDs to have appropriate postsecondary goals on students' transition plans. In 2020-2021 and 2021-2022 the district was at 100%. However as a result of CFM the district was found to be non-compliant in this area. (indicator 13)</p> <p>The Miller County School system will use the SSIP process to improve its performance rating of indicator 14 A-C.</p> <table> <tr> <td>14a: 20% (2020-2021) did not meet</td><td>10% (2021-2022) did not meet</td></tr> <tr> <td>14b: 20% (2020-2021) did not meet</td><td>50% (2021-2022) did not meet</td></tr> <tr> <td>14: 60% (2020-2021) did not meet</td><td>90% (2021-2022) did meet</td></tr> </table> <p>The Miller County school system will continue to seek improvement in post school indicators. The following action steps will be taken:</p> <p>A CAP for transition planning is currently in place. PL has been provided and the district will seek to remedy the findings of non-compliance by submission of transition plans by December 2023. The Director of Special education is responsible for this activity.</p> <p>The development and review of transition plans through the IEP process. District staff will review each transition plan through IEP reviews. Teachers that need assistance will be identified and the Director of Special education will oversee the provision of PL for transition planning.</p> <p>All SWDs in the 9th grade will meet with their case manager and guidance counselor, graduation plans will be reviewed, and the transition plan of each student will be reviewed as well. This collaboration will allow the guidance counselor to consider transition plans when planning the schedules and classes of SWDs. Sign in sheets will serve as documentation. This will be monitored by the Director of Special Education.</p>	14a: 20% (2020-2021) did not meet	10% (2021-2022) did not meet	14b: 20% (2020-2021) did not meet	50% (2021-2022) did not meet	14: 60% (2020-2021) did not meet	90% (2021-2022) did meet
14a: 20% (2020-2021) did not meet	10% (2021-2022) did not meet						
14b: 20% (2020-2021) did not meet	50% (2021-2022) did not meet						
14: 60% (2020-2021) did not meet	90% (2021-2022) did meet						

IDEA Performance Goals:

	<p>The completion of Summary of Performance will be completed by the case manager of each graduating SWD. The Director of Special Education will monitor the completions of these through the IEP process.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include: LEA procedures Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>The Miller County School system will use the SSIP process to provide developmentally appropriate services to eligible students ages 3-5.</p> <p>The Miller County school system has child find procedures to appropriately locate and identify students eligible for special education services.</p> <p>The Miller County School system collaborates with local health care providers, Babies Can't Wait, DFACS, local daycare providers and any other relevant agencies to ensure that all eligible children are identified. The Director of Special Education will be responsible for this activity.</p> <p>Annual Child Find meeting is held each year in July to engage with parents of children that may be eligible for services. The purpose of this meeting is to also engage with parents of homeschool students living within the district that may be eligible for services. The notification of this meeting is shared on social media, digital displays, and through flyers distributed at appropriate agencies throughout the community. The Director of Special Education is responsible for this activity.</p> <p>Parental/Family Engagement Activities:</p> <p>The Miller County School system seeks to improve family engagement through the following activities.</p> <p>A resource library has been established for parents of SWDs. Much of the information in the resource library is specific for young children who have been recently identified as having a disability. The district will use social media to advertise this resource library, and flyers distributed to relevant agencies. The resources are housed at the district office and managed by the Director of Special Education.</p>
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IDEA Performance Goals:

	<p>Before the end of the year prior to entering kindergarten, an IEP meeting will be held for each SWD. At this meeting the team will complete the Child Outcome Summary and COS 7 point scale to to determine outcome data. This meeting will also plan for the services needed for the student in kindergarten. This activity will be monitored by the Director of Special Education. The SPED Director will PL for the Child Outcome Summary.</p> <p>The District provides a full continuum of services for students age 3-5. The district has one teacher and one paraprofessional designated to provide services to students ages 3-5. The district also provides Speech services if needed for this population. The location of the services is decided by the IEP team based on the needs of the students, and may be in their preschool setting, at home, or in the preschool special ed. Classroom. The LEA considers the LRE for pre-k students to be in the general education Bright from the Start classroom with special ed. Supports and services. All placement decisions are made by the IEP team.</p> <p>Review of indicator 6 data:</p> <p>2020-2021 the district did not serve any students age 3-5</p> <p>2021-2022 (the district met the state target in each area.) 6a 100% 6b 0% 6c 0% .</p> <p>Each year the LEA reviews preschool outcome data in order to evaluate program effectiveness and to make data based decisions during planning.</p> <p>Indicator 7a: 2020-2021: The district did not serve any students exiting 3-5</p>
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IDEA Performance Goals:

	<p>2021-2022</p> <p>Social Emotional Skills: Summary Statement 1: 50% Summary Statement 2: 0% District did not meet state target</p> <p>Acquisition of Skills: Summary Statement 1: 0% Summary Statement 2: 0% District did not meet state target</p> <p>Use of Appropriate Behaviors: Summary Statement 1: 0% Summary Statement 2: 0% District Did not meet state target</p> <p>The District will seek to improve outcomes for preschool children with disabilities.</p> <p>The district will use the Child Outcome Summary for preschool exit summary. The Special education Director will be responsible for provision of training of staff.</p> <p>The district has created an art room designated for SWDs. The district will use art therapy for preschool students to provide multi sensory activities that will have a positive impact on preschool outcomes. The director of Special Education will be responsible for the scheduling of art therapy.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe</p>	<p>The Miller County School system will use the SSIP process to insure the provision of a free appropriate public education to eligible students.</p> <p>The Miller County School system will work to provide eligible students with FAPE. The Miller County school system seeks to recruit and retain fully qualified teachers for SWDs. The district will also provide professional learning and technical assistance to its staff.</p> <p>The district will provide Goal Book as a tool for all teachers to develop IEPs for SWDs. Goal Book is a tool that supports teachers to design standards aligned instruction and address the individual needs of all</p>
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IDEA Performance Goals:

<p>continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>SWDs. The Director of Special Education will provide Goal Book training to all teachers and will monitor goal book usage reports. The Special Education Director will also monitor IEPs through the finalization process.</p> <p>SPED Department meetings will be held quarterly with all SPED staff. The purpose of these meetings will be to update teachers/staff on any IDEA updates, and to review proper procedures for implementation of IDEA. The Director of Special Education will plan these meetings and maintain documentation of the meetings.</p> <p>The district recognizes the need to support special education teachers in completing functional behavior analysis and writing behavior intervention plans. The district will participate in FBA/BIP training provided by GLRS. The Director of Special Education will designate attendees for this training.</p> <p>The Director of Special Education will use GO IEP reports to ensure that special education teachers are meeting all IDEA timeline requirements. For teachers not meeting IDEA requirements the Director of Special Education will provide technical assistance. The Director of Special Education will maintain documentation of this activity.</p> <p>LRE Indicator 5</p> <p>2020-2021</p> <p>5a: 79.84 met state target 5b: 11.29 met state target 5c: 1.61 did not meet state target</p> <p>2022-2023</p> <p>5a: 81.98 met state target 5b: 11.71 met state target 5c: 1.8 did not meet state target</p> <p>The district seeks to ensure that all SWDs are served in their LRE.</p> <p>The Director of Special Education or a designee attends each annual review meeting to ensure that the LRE is discussed and determined for each student. The Director of Special Education finalizes each IEP and reviews the services of each student.</p> <p>Co-teaching training is being provided to special education and general education teachers. The district recognizes that effective co-teaching can have an impact on achieving the LRE for all students. The Special</p>
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IDEA Performance Goals:

	<p>Education Director will oversee the co-teaching professional learning.</p> <p>The Miller County School system will use the SSIP process to increase performance of SWDs in the areas of reading, ELA, and math. The district will take actions to address student proficiency and the inclusion of specialized instruction.</p> <p>The district reviewed proficiency GAP rate data from the APR.</p> <p>2020-2021 3D: Grade 4 (ELA): 30.91 Grade 8 (ELA): 15.63 High School (ELA): 23.91</p> <p>Grade 4 (Math) 38.16 Grade 8 (Math) 12.5 High school (Math) 19.28</p> <p>2021-2022 3D Grade 4 (ELA): 17.50 met state target Grade 8 (ELA): 34.55 Did not meet target High school (ELA) 30.00 Did not meet target</p> <p>Grade 4 (Math) 10.00 Did not meet target Grade 8 (Math) 0.00 Did not meet target High school (Math) 0.00% Did not meet target</p> <p>Data Review: Special Education teachers will participate in data reviews with general education grade level and general education department teachers to review data and make instructional decisions. The Director of Special Education and curriculum director will oversee this activity. Documentation will be maintained by the Director of Special Education.</p> <p>Professional Learning: The district will provide professional learning to Special Education teachers and paraprofessionals. The district will utilize GLRS, and GA. Department of Education professional learning events for PL opportunities to improve academic proficiency in SWDs. The special education director will oversee this activity.</p> <p>Learning Environment: The district has provided flexible/alternative seating in special education and general education classrooms in order to increase student engagement, and provide for more flexibility in the</p>
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IDEA Performance Goals:

	<p>classroom during co-teaching. The director of special education will be responsible for furniture acquisition and classroom placement.</p> <p>Student Supports: Special education teachers are required to provide general education teachers with a copy of each student's accommodations and classroom supports. The special education teacher will maintain documentation of teachers' receipt of accommodations.</p> <p>Co-teaching: The district will participate in Co-teaching PL as mentioned previously. The district believes that improvement of co-teaching will have a positive impact on student proficiency in reading, ela, and math. The Director of Special Education will oversee this activity.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</p> <p>How procedures and practices are implemented in your district to ensure overall compliance?</p> <p>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>Review of time and accurate data reporting indicator data included:</p> <p>Indicator 20</p> <p>2020-2021: 100%</p> <p>202-2022: 66.7%</p> <p>This indicator does show a need for improvement of timely and accurately reporting data. The district also uses other sources to review adherence to state and federal timeline adherence.</p> <p>The district uses GO IEP to monitor adherence to IEP and eligibility timelines. Each case manager maintains a calendar of due dates for students on their caseload. The Director of Special education monitors this activity.</p> <p>The Director of Special Education manages a master schedule for each special education teacher and paraprofessional. This schedule is updated whenever a change may occur. This schedule is used to ensure that accurate information is entered in to the SIS system and ensures more accurate reporting. The Director of Special Education is responsible for this activity.</p> <p>Preschool outcome data will be collected through collaboration with preschool teachers, SLPs, and school psychologists. The Director of Special Education will submit the information.</p>
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IDEA Performance Goals:

	<p>Post secondary Outcomes data is collected through collaboration with teachers, parents, students, and district staff. The Director of Special Education is responsible for submission.</p> <p>BCW and child find data is collected through GO IEP and is submitted by the Director of Special Education.</p> <p>The Director of Special education and the administrative assistant maintain a list of all initial and re-evaluations and communicate frequently with the school psychologist to monitor progress of evaluations and ensure timeline adherence.</p> <p>All IEPs will be reviewed by the Director of Special Education prior to finalization and will be returned to the case manager for correction. This activity will be overseen by the Director of Special Education. Teachers will be provided with professional learning or technical assistance as needed. The Director of Special Education will oversee the implementation.</p>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

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

A. Well-Rounded Activities (WR)—InstructionProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100 percent transfer of Title IVA funds.
B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100 percent transfer of Title IVA funds.
C. Effective Use of Technology (ET)-Professional LearningProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100 percent transfer of Title IVA funds.
D. Effective Use of Technology 15% (ET15)-InfrastructureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100 percent transfer of Title IVA funds.

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 percent transfer of Title IVA 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><u>Overarching Need # 1</u> Develop a systemic process for collecting, analyzing, and using longitudinal data over time for new and excising programs. Root Cause # 1 Operationally defined procedures with consistent follow through and monitoring of effectiveness. Root Cause # 2 Collaboration and shared ownership of the leadership process between schools and the district Goal Develop a formal process for monitoring and using longitudinal data and program to ensure district effectiveness. Data Variable: Teacher Retention Intervention: EI-2 Provide targeted school leader development Data Sources to determine effectiveness: <ul style="list-style-type: none"> • LKES PLGs and conferencing with Superintendent: Strategic Goals (aligned to CLIP goals) 1. Ensure Student Safety, 2. Increase Student Growth On all Indicators, 3. Increase Student Learning Opportunities, 4. Improve Student Attendance. • Professional Learning aligned to LKES PLGs assigned by Superintendent • CLIP Progress Monitoring The district has chosen a different intervention strategy aligned with strategic planning goals for FY24.</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>• Intervention Effective – Adjust Activities/Strategies</p> <p>The number of waived certificates were reduced to one However, the number of provisionally certified teachers increased. The district has significant number of teachers with less than three years of experience. Although the number of teachers hired in for 2024 significantly reduced compared to 2023, there is still a high risk of retaining teachers for two reason: 1) There is a pattern with the staff of not completing their commitment to obtaining a clear renewable certificate and 2) there is a significant number of teachers that have not had the opportunity to</p>

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

	<p>demonstrate an acceptable level of instructional competency due to lack of experience coupled with pursuing alternate paths certification.. The district has chosen a different intervention strategy aligned with strategic planning goals for FY24.</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><u>Overarching Need # 3</u> Root Cause # 1 System to determine appropriate realistic professional learning needs. Root Cause # 2 Culture that supports effective growth. Goal Establish meaningful professional learning communities for leaders and teachers. Data Variable: Teacher Retention Intervention: EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions Data Sources to determine effectiveness: <ul style="list-style-type: none"> • TKES PLGs and conferencing with Principal • Professional Learning aligned to LKES PLGs assigned by Principal • SIP Progress Monitoring documentation by school leadership team • Academic Coach observations/walkthroughs documentation • Instructional Rounds documentation • Benchmark scores Beginning of the Year and Ending of the Year The district has chosen a different intervention strategy aligned with strategic planning goals.</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>Intervention Not Effective – Adjust Activities/Strategies The number of effective districtwide interventions to improve instruction through effective leadership improved in 2023. Leadership Team monitoring of the School Improvement action steps has improved. Two district wide initiatives were implemented in 2023: Instructional Rounds and Teacher Clarity. Although there is more data rich outcomes to learn about instructional gaps; consistent, on-going professional development continues to be a districtwide need. Specifically, the degree to which professional learning outcomes are observable during an instructional period. Changing the equity intervention for 2025 is needed as it aligns with strategic planning.</p>

4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

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

Title I, Part A	No participating private schools
Title II, Part A	No participating private schools
Title III, Part A	No participating private schools
Title IV, Part A	No participating private schools
Title IV, Part B	No participating private schools
Title I, Part C	No participating private schools
IDEA 611 and 619	No participating private schools