



# Comprehensive Needs Assessment 2021 - 2022 District Report



**Fayette County**

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

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

#### Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Dr. Jonathan Patterson/ Dr. Julie Turner
Multiple Program(s)	Federal Programs Director	Joy Peterson
Multiple Program(s)	Curriculum Director	NA
Multiple Program(s)	School Leader (#1)	Dr. Lisa Moore, Chris Key, Sean Bennett, Buffy Blodgett, Connie Baldwin, Stacie Coppola
Multiple Program(s)	School Leader (#2)	Tabatha Lawrence, Dr. Margo Wimbish, Jamie Voorhies, Yolanda Briggs-Johnson, Daniel Lane,
Multiple Program(s)	Teacher Representative (#1)	Paulette Williams, Dr. Claudette Lester
Multiple Program(s)	Teacher Representative (#2)	Katie Gay, Joy Do, Emily Sparks
McKinney-Vento Homeless	Homeless Liaison	Audrey Toney
Neglected and Delinquent	N&D Coordinator	Joy Peterson
Rural	REAP Coordinator	NA
Special Education	Special Education Director	Rosie Gwin
Title I, Part A	Title I, Part A Director	Joy Peterson
Title I, Part A	Family Engagement Coordinator	Joy Peterson
Title I, Part A - Foster Care	Foster Care Point of Contact	Joy Peterson
Title II, Part A	Title II, Part A Coordinator	Joy Peterson
Title III	Title III Director	Joy Peterson
Title IV, Part A	Title IV, Part A Director	Joy Peterson
Title I, Part C	Migrant Coordinator	Audrey Toney

#### Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant superintendent	Dr. Julie Turner, Assistant Superintendent of Student Achievement
Multiple Program(s)	Testing director	Brian Butera (Assessment Coordinator)
Multiple Program(s)	Finance director	Tom Gray, Assistant Superintendent of Finance

**Recommended and Additional Team Members**

<b>Program</b>	<b>Position/Role</b>	<b>Name</b>
Multiple Program(s)	Other federal programs coordinators	Tammy Strickland (ESOL & World Languages K-5 Coordinator)
Multiple Program(s)	CTAE coordinator	Lisa Collins, CTAE Director, Lakisha Bonner (Coordinator-Counseling), Melanie Duncan (Work-based Learning Coordinator)
Multiple Program(s)	Student support personnel	Cara Colson, Brenda Cannington, Vicki Bruns, Libertad Wooten, Melanie Holt, Ali Howard, Melissa Lohr
Multiple Program(s)	Principal representatives	Dr. Lisa Moore, Dr. Margo Wimbish, Jamie Voorhies, Tabatha Lawrence, Dr. Marcus Broadhead, Connie Baldwin, Yolanda Briggs-Johnson, Daniel Lane
Multiple Program(s)	High school counselor / academic counselor	Mesha Bolton, Carolyn McDermott
Multiple Program(s)	Early childhood or Head Start coordinator	Colleen Ferris, Director of Preschool Ministry Christ Our Shepherd Preschool
Multiple Program(s)	Teacher representatives	Katie Gay, Monique Williams, Emily Sparks, Joy Do, Dr. Claudette Lester, Paulette Williams, Allison Staggs
Multiple Program(s)	ESOL teacher	Emily Sparks, Alexandra Gomez (Interpreter), Christine Clancy (T3 Parent Liaison)
Multiple Program(s)	Local school governance team representative (charter systems only)	NA
21st CCLC	21st CCLC program director	Kate Crawford
21st CCLC	21st CCLC site coordinator or data specialist	Sara McDonald, Constance Franklin
Migrant	Preschool teacher	Colleen Hagart (Our Lady of Victory)
Special Education	Student success coach (SSIP)	Kim Bernard (Instructional Coach), Andrea Farrell (MTSS Coach), Beth Dondzilla (ELA-IST), Lisa Lindsey (MA-IST), Judie Beccaro (Science-IST)
Title II, Part A	Human resources director	Erin Roberson
Title II, Part A	Principal supervisors	Dr. Julie Turner, Rae Presley-King, Kim Herron
Title II, Part A	Professional learning coordinators	Virginia Gibbs (Partnerships), Caroline Schmitt (ELA Coordinator), Deb Troutman (Math Coordinator), Amy Henley (MTSS Coordinator), Stacie Coppola (Virtual Coordinator), Dr. Becky Ryckele (SS-AP Coordinator), Dr. Ted Lombard (Safety), Debbie King (SNS), Dr. Patricia Morgan (Science), Amy Henley (RTI/PBIS), Portia Rhodes (ELA), Deb Troutman (Math), Dr. Becky Ryckele (AP, Social Studies)

## Recommended and Additional Team Members

Program	Position/Role	Name
Title II, Part A	Bilingual parent liaisons	Libertad Wooten (Title I), Christine Clancy (Title III)
Title II, Part A	Professional organizations	Department of Public Health, Fayette County Chamber of Commerce, Department of Family and Children Services
Title II, Part A	Civil rights organizations	NA
Title II, Part A	Board of education members	NA
Title II, Part A	Local elected/government officials	NA
Title II, Part A	The general public	Seleana Hobbs, Jay Jones (parents)
Title III	Refugee support service staff	Christine Clancy
Title III	Community adult ESOL providers	Kyoko Fukuyama
Title III	Representatives from businesses employing non-English speakers	NA
Title IV, Part A	Media specialists/librarians	
Title IV, Part A	Technology experts	Jim Farmer, Kate Crawford
Title IV, Part A	Faith-based community leaders	George Wilkerson (Principal-OLV), Cynthia Launay-Fallasse (Our Lady of Mercy), Laura Rish (Counterpayne Montessori School)

## 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)	I.G., K.S., L.M.
Multiple Program(s)	Private School Officials	George Wilkerson (Our Lady of Victory), JoAnne McPherson (Our Lady of Mercy), Laura Rish (Counterpane Montessori School)
Migrant	Out-of-School Youth and/or Drop-outs	N.G.
Title I, Part A	Parent Representatives of Title I Students	Seleana Hobbs, Jay Jones
Title I, Part A - Foster Care	Local DFCS Contacts	Makeba Dunson, Jillian Moore
Title II, Part A	Principals	Dr. Margo Wimbish, Yolanda Briggs-Johnson, Jamie Voorhies, Dr. Lisa Moore, Tabatha Lawrence
Title II, Part A	Teachers	Dr. Claudette Lester, Paulette Williams, Allison Staggs, Joy Do, Monique Williams, Katie Gay
Title II, Part A	Paraprofessionals	Nicole Gilreath, Missy Copplino, Amy Zidar
Title II, Part A	Specialized Instructional Support Personnel	Yolanda Miller (T1 Monitor), Virginia Gibbs (Coordinator of Innovative Partnerships), Debbie King (School Health Services Coordinator), Beth Dondzila (IST-ELA), Lisa Lindsay (IST-Math), Andrea Farrell (PBIS Coach)
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Fayette County Pre-School Alliance, Our Lady of Victory Private School, Counterpane Montessori School, Our Lady of Mercy Catholic School
Title I, Part A	Parents of English Learners	Veronica Guitierrez, M. Cristina Anunciacion, Karla Zaragoza, Liliana Yariez, Patricia Flores

#### Recommended and Additional Stakeholders

## Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA personnel	NA
Multiple Program(s)	Technical, college, or university personnel	NA
Multiple Program(s)	Parent advisory council members, school council parents, Parent- Teacher Association or Parent- Teacher Organization members	Octavia Hardnett, PAC, PTO
21st CCLC	21st CCLC advisory council members	Kate Crawford
Migrant	Local Head Start representatives (regular and/or migrant Head Start agencies)	NA
Migrant	Migrant PAC Members	NA
Migrant	Local farmer, grower, or employer	NA
Migrant	Family connection representatives	NA
Migrant	Local migrant workers or migrant community leaders	NA
Migrant	Farm worker health personnel	NA
Migrant	Food bank representatives	NA
Migrant	Boys and Girls Club representatives	Laura Ruffin, Metro-Atlanta
Migrant	Local health department representatives	Tissa Dupree-Bright, Nurse Manager-Department of Public Health
Migrant	ABAC MEP consortium staff	NA
Migrant	Migrant high school equivalence program / GED representatives	NA
Migrant	College assistance migrant programs	NA
Neglected and Delinquent	Residential facility(ies) director(s)	NA
Special Education	Parents of a student with disabilities	NA
Special Education	Parent Mentors	NA
Title II, Part A	School council members	NA

**How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?**

Our district used the Required Team Member and Stakeholder/Recommended Team Member and Stakeholder positions/roles to support the diverse organization of stakeholders across the district and community. Federal Program leaders and the Assistant Superintendent identified stakeholders for each position/role noted. We often identified two or more people to represent the various roles listed in the template. The meeting structure is conducive to shared decision-making and collaboration.

How will the team ensure that stakeholders, and in partiacr parents and/or guardians, were able to provide meaningf input into the needs assessment process?	Each potential team member received invitations (letter, email) that explained the need for their collaboration with the CLIP process. The initiative meeting with stakeholders was held in the Fall. The team provided meaningful feedback throughout the CNA process through our shared Google Drive folders, e-mail, break-out teams, and collaborative discussion. Federal Programs Forums were held this year and advertised via FCBOE website, Infinite Campus Blast, school websites, and school newsletters. Federal Programs Collaborative Sessions, Federal Programs Connection Forums, Family School Partnership Connection Forums, ECS Stakeholder Connections, and other program stakeholder connections are held routinely throughout the year. The CLIP progress monitoring tool was used and approved this year to support the monitoring of effectiveness and implementation. Additional school-level and district-level collaboration and shared decision-making opportunities were provided throughout the school year.
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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		
<b>Exemplary</b>	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.	
<b>Operational</b>	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
<b>Emerging</b>	The district processes for engaging and supporting schools in curriculum design without district process or support.	
<b>Not Evident</b>	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.		
<b>1. Exemplary</b>	1. 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.	
<b>2. Operational</b>	2. The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	✓
<b>3. Emerging</b>	3. The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
<b>4. Not Evident</b>	4. 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		
<b>1. Exemplary</b>	1. 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.	
<b>2. Operational</b>	2. The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	
<b>3. Emerging</b>	3. The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	✓
<b>4. Not Evident</b>	4. 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		
<b>1. Exemplary</b>	1. 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.	
<b>2. Operational</b>	2. The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
<b>3. Emerging</b>	3. The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
<b>4. Not Evident</b>	4. 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
<b>1. Instructional Leadership:</b> 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.	2.42
<b>3.Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.34
<b>4.Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.32
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .Source: TLE Electronic Platform (FY19)	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>2.Instructional Planning:</b> 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.	2.21
<b>3.Instructional Strategies:</b> 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.	2.27
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	
<b>4.Differentiated Instruction:</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.14
<b>5.Assessment Strategies:</b> 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.	2.08
<b>6.Assessment Uses:</b> 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.	2.13
<b>8.Academically Challenging Environment:</b> The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.16
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## 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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
<b>2. Operational</b>	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	✓
<b>3. Emerging</b>	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
<b>4. Not Evident</b>	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

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

<b>1. Exemplary</b>	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	
<b>2. Operational</b>	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	✓
<b>3. Emerging</b>	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently	
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	
<b>2. Operational</b>	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	✓
<b>3. Emerging</b>	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	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	
<b>4. Not Evident</b>	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
<b>1. Instructional Leadership:</b> 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.	2.42
<b>2. School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.42
<b>3. Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.34

## Leader Keys Effectiveness System- Standard

Standard	Score
<b>4.Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.32
<b>5.Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.21
<b>6.Teacher/Staff Evaluation:</b> 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.	2.13
<b>7.Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.66
<b>8.Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.41
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>9.Professionalism:</b> 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.	2.54
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## 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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	✓
<b>3. Emerging</b>	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	
<b>2. Operational</b>	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	✓
<b>3. Emerging</b>	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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
<b>4.Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.32
<b>5.Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.21
<b>6.Teacher/Staff Evaluation:</b> 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.	2.13
<b>7.Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.66
<b>8.Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.41
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.37
<b>9. Professionalism:</b> 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.	2.54
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.26
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## 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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	✓
<b>3. Emerging</b>	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	✓
<b>2. Operational</b>	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	
<b>3. Emerging</b>	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
<b>4. Not Evident</b>	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	

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

## Family and Community Engagement Data

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
<b>1. Exemplary</b>	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	
<b>2. Operational</b>	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	✓
<b>3. Emerging</b>	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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
<b>2.School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.42
<b>8.Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.41
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.26
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## 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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	✓
<b>3. Emerging</b>	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district provides, coordinates, and monitors student support systems and services.	✓
<b>3. Emerging</b>	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	✓
<b>3. Emerging</b>	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
<b>4. Not Evident</b>	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
<b>1. Instructional Leadership:</b> 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.	2.42
<b>2. School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.42
<b>3. Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.34
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.32
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.21
<b>6. Teacher/Staff Evaluation:</b> 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.	2.13
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.66
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.41
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.37
<b>2. Instructional Planning:</b> 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.	2.21
<b>3. Instructional Strategies:</b> 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.	2.27
<b>4. Differentiated Instruction:</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.14
<b>5. Assessment Strategies:</b> 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.	2.08
<b>6. Assessment Uses:</b> 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.	2.13
<b>7. Positive Learning Environment:</b> The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.41
<b>8. Academically Challenging Environment:</b> The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.16
<b>9. Professionalism:</b> 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.	2.54
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.26
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## 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><b>What perception data did you use?</b> [examples: student perceptions about school climate issues (health survey, violence, prejudice, blying, 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>During the school year, staff, students, and parents engaged in the annual Georgia Student, Health Survey and several school-based feedback opportunities. Federal Programs also provided a virtual Parent Engagement Survey in the Fall to promote shared decision-making with parents and families. Fayette County Public School's staff used the data to examine how stakeholders perceive the operation of our schools and the school district. School-based and district level surveys were also provided to parents, certified and classified staff, and students to determine areas of strength and improvement. Other surveys were sent to stakeholders throughout the school year were more informal and the data were used to determine if meetings were effective, identify operational next steps or identify what professional development courses to offer.</p> <p>Federal Programs Collaborative Sessions were implemented quarterly and Federal Programs Connection Forums were hosted each semester which were inclusive of focus group sessions to discuss system progress and areas for continued focus. Forums were inclusive of the school and district administrators, teachers, students, parents, students, community, classified staff, and other support personnel. Parents also had the opportunity to provide insight regarding strengths and weaknesses through our shared CLIP Google Folder March -May sent via Infinite Campus e-mail.</p> <p>Additional perception data sources include the following:</p> <ul style="list-style-type: none"> <li>Teacher Observations and Walk Thru data</li> <li>Focus Walks, peer observations, student observations</li> <li>Student's comments and interviews</li> <li>Self assessments/ success criteria</li> <li>Informal Observations</li> <li>School Climate surveys</li> <li>Parent surveys/Needs Assessment</li> <li>General observation of school atmosphere and climate</li> <li>Informal observations</li> <li>Teacher surveys/Needs Assessment</li> <li>PLCs/ Focus Groups</li> <li>Lesson plans</li> </ul>
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**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?")

#### **Strengths**

All the perception data verify that the district's stakeholders have favorable view of the district and how it operates.

A viable and rigorous curriculum is available to all students.

Students know learning expectations.

Students are frequently assessed.

Teachers and school leaders use data, including assessment data to inform decisions.

Individual student needs are being met.

Both teachers and students use technology.

Schools are mostly safe.

Teachers and leaders engage in a plethora of professional development learning opportunities.

School leaders are supportive.

The district and schools have a clear vision, mission as well as processes.

Leaders are accountable for student outcomes.

#### **Areas of Need Improvement**

Teachers reported that some students' behavior interfered with teaching and learning. (Georgia Student Health Survey) (SH)

Decrease student behavior incidents (specifically In-School Suspension and Out-of-School Suspension) among students. (SH)

Increase volunteerism and school-home connections among parents. (Georgia Student Health Survey) (SH)

Increase equitable opportunities for student and stakeholder engagement (SH).

Build capacity to support technology access and integration across all content areas. (ET)

Additional wrap around services are needed to support the social, emotional, and mental wellness of students and staff members (SH)

Build capacity among staff to support at-risk and under-served student populations. (SH)

Support fidelity with restorative practices and a tiered approach for student interventions. (RTI/PBIS) (SH)

Build capacity among staff and students to support educational opportunities for College and Career Readiness and advanced placement. (WR)

Provide resources to students to support social emotional skills development. (WR)

Our district trend data reflects under performance in EL, SWD, and

Economically Disadvantaged populations and continue to need support.

Exceeding/gifted students continue to be an under-served population. (SH)

Support faculty, parents, and students with digital accessibility, application, and citizenship (climate and culture). (SH)

<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>Our district defines process data as information that communicated or verifies the quality of programs. Our primary collection of process data includes the following:</p> <ul style="list-style-type: none"> <li>Monthly Discipline and Conduct reports</li> <li>Collaborative Planning Minutes</li> <li>school wide reports</li> <li>Benchmark assessments</li> <li>Vertical alignment agenda and minutes</li> <li>Unit assessments</li> <li>Curriculum Guides</li> <li>Formative/Summative Assessment Data</li> <li>Student conferences and goal setting based on lexiles</li> <li>Leadership team meeting minutes</li> <li>IST/Instructional Coach data</li> <li>USA Test Prep, Study Island data</li> <li>READ 180, STAR Math DATA, DIBELS</li> <li>Rubrics</li> <li>Agendas/meeting minutes</li> <li>MTSS data and meetings-monthly minutes</li> <li>Student incentives, teacher incentives</li> <li>Newsletters, handbooks, open house, parent/teacher</li> <li>New Teacher Induction and Mentorship Programs, TKES, LKES</li> </ul>
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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>Our process data shows that students are in need of more structures in place to empower them to set goals and take more ownership of their learning.</p> <p>Students should be provided better and more constructive feedback on their performance on the standards or learning targets. Learning targets and success criteria are clear and aligned to curriculum standards, Students are working toward self monitoring and self evaluation.</p> <p>There is evidence provided that shows a need for more structured evaluation system of professional learning activities and its impact on learning.</p> <p>As professional learning is delivered, we need processes in place to monitor the effectiveness of this professional learning and its impact on students.</p> <p>Our district continues to promote consistent and pervasive grading and assessment practices throughout the district. Family and community engagement initiatives continue to increase and reflect innovative ways to engage parents and the community in and out of the school to support student achievement and the shared decision-making process. We have experienced an increase in teacher and student retention and decrease in overall student discipline data. Our intervention program data shows that when these programs are implemented with high levels of fidelity, students experience improvement. Our district is providing more job-embedded professional development to teachers and offering intervention programs to students who are performing at the developing and beginning levels.</p>
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What achievement data did you use?	<p>Our district uses achievement data to determine how our students are doing. Achievement data is disaggregated by schools, student demographic groups, teacher, and classroom. Leaders and teachers examine other assessments for learning and as learning to screen, diagnose, or use to inform decision. Our primary achievement data sources are:</p> <ul style="list-style-type: none"> <li>Lexiles</li> <li>GA Milestones data, ACCESS, GKIDS</li> <li>Dibels benchmarks, Student Growth Percentiles</li> <li>Unit Assessments</li> <li>Formative and Summative Assessments</li> <li>Data Usage / Progress Reports</li> <li>SAT, PSAT, ACT, Career Certification, Advanced Placement</li> </ul>
What does your achievement data tell you?	<p>Although Fayette County Public Schools has had incremental growth in many areas, it has not been able to experience long-term systemic improvements. Specific needs have been identified. There is a continued need to close the achievement gap, especially for students with disabilities and the economically disadvantaged students. Our district trend data reflects under performance in EL, SWD, and Economically Disadvantaged populations and continue to need support. Exceeding/gifted students continue to be an under-served population. (SH) There is also a need to focus on implementing rigorous learning standards successfully, building students' critical thinking skills, and improving students' performance on the Georgia Milestones and college entrance examinations. Being committed to high performance requires the district to embrace raising the level of rigor and expectations for students to prepare them for a competitive, information rich, and technology-driven society.</p>
What demographic data did you use?	<p>Demographic data that describes our school, district, and student populations range from attendance to work experiences. For the evaluation of our comprehensive needs improvement plan, we analyze student and staff characteristics, and community data. Our primary demographic data sources are the following:</p> <ul style="list-style-type: none"> <li>SLDS</li> <li>CCRPI</li> <li>Attendance Data</li> <li>Student Data Profile</li> <li>GOSA Reports</li> <li>Special Education District Counts GaDOE</li> <li>FTE Counts GaDOE</li> </ul>

What does the demographic data tell you?

Our team reviewed a variety of data sources. Our demographic data results reflect the following areas:

High school graduation rate has increase.

Graduates were college ready.

The number of students enrolled has steadily increased for the past five years.

The district's Hispanic student population has consistently risen for the past four years.

The district's English Language Learner and Students with Disabilities populations have shown increases for the past four years.

The district has a decreased number of out of field teachers.

### 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><b>Coherent Instructional:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The district has several instructional tools that can support and guide effective planning and preparation and lesson delivery. Some of these tools include: state standards, scope-and-sequences and pacing guides, clearly communicated instructional practices, and state instructional framework. However, in order to have a coherent system, the district seeks to enhance stakeholders' interpretation and implementation of these resources. We also have a strong elementary process for instructional support and assessment, especially with MTSS. Our district also has a variety of assessments to monitor student progress and allow leaders and teachers to assess learning and evaluate instruction at predetermined checkpoints throughout the school year. Overall, evidence reveals a need to institute more robust accountability, monitoring, and modeling processes to strengthen effectiveness. The district will also continue to enhance the virtual learning process at the elementary, middle, and high school level. The district will provide professional learning opportunities using varied forums to address multiple audiences and promote accountable for implementation in order to improve student learning.</p>
<p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Our district's Strategic Improvement Plan provides clear initiatives, goals, and action steps. Community stakeholders were engaged in the revision and writing of these plans. Additionally, the district has identified processes, protocols, and procedures for leaders to follow, which if followed with fidelity, will improve outcomes district-wide. However, in our group activities, the team identified pockets of excellence at certain schools, and inconsistencies of monitoring, processes alignment, and procedures that promote fidelity.</p>
<p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>For the past five years, Fayette County Public Schools has hired 150-175 new teachers and 20% of those teachers are new to the field and several are inexperienced in their content areas. After analyzing data provided by the State Longitudinal Data System (SLDS) and comparing that information to local and state data, our district has identified a continuous improvement need for professional development and mentoring support for inexperienced teachers in our elementary and secondary schools. Professional learning is offered throughout the district and is provided by multiple sources including schools, departments, and the district. The</p>

## Strengths and Challenges Based on Trends and Patterns

	<p>conclusion indicates a need for collaboration in PL plan with long-range planning, effective PL initiatives that are coordinated and prioritized, building instructional leadership capacity at the district and school level, use of common vocabulary, a focus on differentiated support, a focus on how our practices impact building capacity, and staff effectiveness and retention. Consistent monitoring and evaluation of effectiveness processes are needed to support fidelity and equity.</p>
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<p><b>Family and Community Engagement:</b> 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>	<p>Fayette County Public Schools provides a plethora of activities to support parents/communities in the education of their children. However, there is a need to develop a systemic process for ensuring meaningful participation and engagement. This process should be developed and led by an identified district level division. In addition, pathways for establishing partnerships with business and communities needs to be clearly defined. The process will ultimately improve support to students, teachers, and leaders. Also, the district uses many one-way communication tools that provide information to parents and community members. Methods range from publications to social media. In order to create genuine engagement, an increase of two-way communication activities needs to be implemented by the district and schools. Parents and community members need opportunities to engage in discussions and take part in decision-making. By opening opportunities to collaborate and build partnerships, additional resources will be available to the district to enhance overall teaching and learning.</p>
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<p><b>Supportive Learning Environment:</b> 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>	<p>Fayette County Public Schools supports and interventions address students' academic, behavioral, and health needs. The district also implements programs to support staff needs. The processes for accessing student and staff supports are developed at the district level for cohesive implementation across the district. We use student/stakeholder perception data (survey data) to support continuous improvement. We also have increased systems to support at-risk populations such as Foster care, Migrant, Homeless, EL, and SWD. Our overall student attendance is above the state average.</p>
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<p><b>Demographic and Financial:</b> 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>	<p>Fayette County Public Schools has experienced an increase in Free and Reduced eligible students and cost for gifted and remedial education. Our district currently has a 26% poverty rate. There has also been an increase in providing specific services for students with disabilities. Although community demographics have changed and economic activity has increased, student population has not grown but has become more diverse in program needs. Although we are lower than the state percentage, our EL population is currently 7% of our student population. With a 2% increase in the past 2 years, we anticipate additional instructional and communication resource needs.</p>
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## Strengths and Challenges Based on Trends and Patterns

<b>Student Achievement:</b> 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?	Our district trend data reflects under performance in EL, SWD, and Economically Disadvantaged populations and continue to need support. Exceeding/gifted students continue to be an under-served population. There are also consistent and inconsistent gaps identified with various subgroups at each school. There is an under identification of Hispanic and African American population in gifted and advanced programs. We seek to develop a cultural responsive pedagogy to support talent development of under served populations.
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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 <a href="#">Identifying Need webinar</a> for additional information and guidance.
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<b>Strengths</b>	Above state average on targets, graduation rate, achievement, transition, below state average for drop out rate, support staff can provide training/PL in specialized methodologies, Many teachers do well in identifying needs and addressing with direct, specialized instruction, Budget process supports needs of students, Parent trainings are offered throughout the year.
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<b>Challenges</b>	Specialized instruction training for new staff, special programs staff, and collaborative monitoring, increased student involvement in their IEPs, self-advocacy in some SWDs, increase graduation rates for SWDs across the district, rigorous math curriculum/standards-high-school SWDs have a difficult time passing the basic courses, over-identified SWDs who are Hispanic, Parent attendance for workshops-explore alternative ways for parents to get information
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## Title I - Part A - Improving Academic Achievement of Disadvantaged

<b>Strengths</b>	The district has practices and programs in place that could support academic achievement of the disadvantaged. Our district currently has a 26% poverty rate. Seven of the district's Title I schools operate school-wide programs. Title I provides a variety of resources and programs to support the academic achievement of the disadvantaged such as: after and before school remediation and tutorial, technology devices, reading and math interventions, parental involvement resources, professional development, and curriculum resources.
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## Title I - Part A - Improving Academic Achievement of Disadvantaged

	Test scores, engaged parents, parent engagement opportunities at the school level, cultural diversity, school improvement process, PL opportunities, Title I intervention programs, professional learning for teachers, multiple federal program support to students, MTSS process/support and Title I personnel.
<b>Challenges</b>	Operational definition of "student achievement", cultural barriers, monitoring and assessment process, perception of teachers and students, teacher burn-out/elevated expectations, district and school level ownership, pockets of under-achievement in high achieving schools, embracing the school improvement process, pockets of under-achievement, authenticity, ownership, teacher stress, differentiation, district instructional framework needed to guide effective instruction to students

## Title I, Part A - Foster Care

<b>Strengths</b>	<p>The district has identified a Foster Care Point of Contact (POC). The Foster Care contact collaborated with key stakeholders to develop the foster care transportation plan. Practices are in place to provide all necessary services for identified foster care students.</p> <p>Foster Care Program-Shared Google Drive (Building Capacity)</p> <p>Foster Care Program-Comprehensive Website Updates</p> <p>Partnership with DFACS</p> <p>Foster Care Transportation Plan</p> <p>District-wide partnerships among Federal Programs</p> <p>Reports available at the district to monitor students (connect with department)</p>
<b>Challenges</b>	The district collaborates with DFACS and utilizes SLDS to obtain a list of students who are enrolled in our school system . The information provided is often lagging data. Our district receives alerts through Infinite Campus for newly enrolled students in foster care but we do not receive information from the various agencies when they leave care.

## Title I, Part A - Parent and Family Engagement

## Title I, Part A - Parent and Family Engagement

Strengths	<p>The district provides opportunities for parents and the community to engage in decision making and to be informed of programs. Multiple departments participate in these events, which allows parents and community members to engage with various district departments. Title I schools in the district have a parent resource center and a parent involvement contact. All schools conduct monthly parent workshops based on the information received from the Spring survey. The district provides support (feedback and guidance) to schools on: building capacity, compacts, workshops, annual Title I meeting, and policies. Multiple measures-district-wide</p> <p>Providing engagement opportunity inside and outside of school</p> <p>School council effectiveness</p> <p>Work parents/non working parents</p> <p>Building Capacity opportunities</p> <p>Enhanced Parent Liaison/Parent Leadership teams</p> <p>Increased community partnerships and collaborative initiatives</p> <p>Enhanced Indicator 7 EL collaborative initiatives (Title I-Title III partnerships)</p>
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Challenges	<p>A limited number of the parents and community members take advantage of the district's engagement/involvement opportunities offered throughout the school year.</p> <p>Identifying barrier-ethnicity</p> <p>Tolerating parent/teacher</p> <p>Participation, school climate areas/survey result areas</p> <p>Growth model-value esteem</p> <p>Ownership of students</p> <p>Real-time data, shared decision-making, efficacy, communication</p>
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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	<p>Migrant forms are given to all new enrolling students which are then sent to the GaDOE to review. Use of GaDOE website and MSIX website. GaDoe Region 1 Migrant Consortium is our point of contact. They meet with school personnel. We do not receive direct MEP funds Migrant Education Plan.</p> <ol style="list-style-type: none"> <li>1. Identify needed personnel</li> <li>2. Assign case management services through cosigned SSW</li> <li>3. Office support services as needed.</li> </ol> <p>Our district currently has 7 (6 active) Migrant students.</p>
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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.)

Challenges	The continued support and monitoring of students is a challenge.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	Federal Programs is staying connected to state and community forums regarding updated information and possible service areas in our district.
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Challenges	There are currently no noted facilities in our district to serve in this area.
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Title II, Part A - Supporting Effective Instruction

Strengths	<p>Title II, Part A has supported our district through the following services:</p> <ul style="list-style-type: none"> <li>Provides funding for teachers taking GACE to maintain or add certification for Professional Qualifications</li> <li>Funds district-level team members to support effective instruction with teachers and leaders (Instructional Support Teachers-Math and ELA, Positive Behavior Intervention Supports Coach)</li> <li>Provides supplemental training/professional learning and resources for teachers and leaders throughout the district.</li> </ul>
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Challenges	<ul style="list-style-type: none"> <li>Continue to balance maintaining allowability and supplemental status in addressing our district's diverse needs</li> <li>Continue to enhance the process of monitoring and evaluating effectiveness of services and the impact on the learning environment.</li> <li>Providing equitable access to student support programs and interventions.</li> <li>Continue to build leadership capacity to support effective instruction</li> </ul>
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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 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><b>ESOL</b></p> <p>Our job-embedded professional learning includes: monthly professional development provided to ESOL teachers; ESOL teachers share effective strategies in faculty meetings and newsletters on a routine basis to classroom teachers of ELs and parents; shared resources on Blackboard; and required Nearpod ESOL Module for all certified staff including counselors and administrators. We are currently in our fifth year of supporting an ESOL Endorsement Cohort of 10 teachers annually to expand expertise across our school system. Student achievement data is reviewed to ensure students are placed in appropriate state approved delivery models, which provide enough support/scaffolding along with access to academic standards to close their language gap. Daily language instruction is provide by certified/endorsed ESOL teachers. We use additional local funds to ensure a viable ESOL caseload for our ESOL teachers. One-to-one technology devices are provided to students in grades 2-12; specialized technology programs such as LEXIA and Rosetta Stone are used to supplement language/academic student needs. Parent communication is supported through the use of Language Lines, contracted interpreters and parent liaisons in addition to school assigned staff.</p> <p><b>Title III</b></p> <p>We provide a part-time Title III Parent Liaison to support parents in supporting students at school and home.</p> <p>We provide a Title III Tutoring Program at the elementary and high school level after school and during the Summer.</p> <p>We provide the Lexia Program for EL students to support instruction.</p> <p>We provide diverse resources to students, parents, and staff to support instruction for EL students.</p> <p>We provide training/professional learning to teachers and staff to support EL students, parents, and community.</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 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.

Challenges	<p><b>ESOL and Title III</b></p> <p>A challenge in our district is in the area of professional development is the lack of time dedicated in our schools for general education teachers to connect with ESOL and other support certified staff on a routine basis during the school day.</p> <p>Other challenges: Although our ESOL teacher to student ratio is manageable, we are unable to provide a range of delivery models in schools which have a low number of English Language Learners. We continue to strive to provide internet access for all students in their home environments to ensure equity of access after school hours to use their technology devices and ensure use of supplemental instructional programs. This year we have focused on addressing under-identifying ELs in gifted programs and continue to educate and monitor our school-based staff in this area. We continue to educate school-based staff on the process of determining how to delineate deficits in language regarding the need for special education placement for ELs.</p>
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## Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	<p>Tracking of services, free lunch, transportation, simple referral process, assessment process, home visits, Recognize Homeless Awareness Month (November), use consistent language to identify homeless families</p> <p>Our district currently has 76 (53 active) homeless students.</p>
Challenges	<p>Transportation and eligibility identification, coordination of services (county districts)</p>

## Title I,Part A - Equitable Access to Effective Educators

Strengths	Fayette County Public Schools is committed to providing educational opportunities to meet individual student needs. School and district leaders routinely analyze student achievement data and the Response to Intervention pyramid (MTSS) to determine individual placement decisions of students and teachers. Teacher equity data is used to make effective placement decisions. Our district implements a consistent process/program for teacher candidates inclusive of our application system and job fair initiatives. Title I schools partner with the Title I district program team for a cohesive interview and candidate selection process to best meet the needs of the students and program.
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Challenges	As a district, we are charged to ensure that all students master the fundamentals of reading by the end of first grade in order to meet the demands of our changing society. This has broad implications for student achievement. Literacy must be addressed in the early formative years with continued development and support throughout the K-12 experience for every child, especially our most at-risk learners. There's a limited volume of high quality and qualified teachers in the critical needs areas: special education and secondary math and science. The attrition rate in critical content areas and special education is definitely a challenge for the district.
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## Title IV, Part A - Student Support and Academic Enrichment

Strengths	<p>Title IV, Part A has supported well-rounded educational opportunities (WR), safe and healthy school environment (SH), and the effective use of technology (ET) through the following initiatives:</p> <p><b>WR:</b>LEXIA for at-risk students, resources to support a well rounded education (supplies, books)</p> <p><b>SH:</b>Restorative Practices and social-emotional resources and guidance to students, teachers, and school counselors, Signs of Suicide and other related resources for district and community stakeholders, GLISI Leadership Training, Conscious Discipline resources, Habitude resources for school nurses, conferences to support SH for leaders</p> <p><b>ET:</b>KSU Virtual Coaching to support the effective use of technology and pedagogy, technology training for teachers and leaders, technology devices</p> <p>Shared decision-making and collaborative partnerships are also a strength. Federal Programs Connection Forums and Federal Programs Collaborative Sessions, Title I Connection Forums, and Family -School Partnership Connection Forums were hosted each semester which were inclusive of focus group sessions to discuss system progress and areas for continued focus. Forums were inclusive of the school and district administrators, teachers,</p>
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## Title IV, Part A - Student Support and Academic Enrichment

	students, parents, students, community, classified staff, and other support personnel. Parents also had the opportunity to provide insight regarding our program through our shared CLIP Google Folder March-May sent via Infinite Campus e-mail.
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<b>Challenges</b>	<p>Teachers reported that some students' behavior interfered with teaching and learning. (Georgia Student Health Survey) (SH)</p> <p>Decrease student behavior incidents (specifically In-School Suspension and Out-of-School Suspension) among students. (SH)</p> <p>Increase volunteerism and school-home connections among parents. (Georgia Student Health Survey) (SH)</p> <p>Build capacity to support technology access and integration across all content areas. (ET)</p> <p>Additional wrap around services are needed to support the social, emotional, and mental wellness of students and staff members (SH)</p> <p>Build capacity among staff to support at-risk and under-served student populations. (SH)</p> <p>Support fidelity with restorative practices and a tiered approach for student interventions. (RTI/MTSS/PBIS) (SH)</p> <p>Build capacity among staff and students to support educational opportunities for College and Career Readiness and advanced placement. (WR)</p> <p>Provide resources to students to support social emotional skills development. (WR)</p> <p>Our district trend data reflects under performance in EL, SWD, and Economically Disadvantaged populations and continue to need support. Exceeding/gifted students continue to be an under-served population. (SH)</p> <p>Support faculty, parents, and students with digital accessibility, application, and citizenship (climate and culture). (SH)</p>
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## Title V, Part B - Rural Education

<b>Strengths</b>	Fayette County Public Schools doesn't receive the Title V, Part B - Rural Education grant.
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<b>Challenges</b>	Fayette County Public Schools doesn't receive the Title V, Part B - Rural Education grant.
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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	To ensure consistency in effective instructional practices that are evidence-based and data-driven.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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##### Overarching Need # 2

Overarching Need	To provide students access to a safe and healthy educational experience.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.3 Root Cause Analysis

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

**Overarching Need - To ensure consistency in effective instructional practices that are evidence-based and data-driven.**

##### Root Cause # 1

Root Causes to be Addressed	Support pervasive evidence-based Tier I Instructional Framework and universal design for learning across all grade levels.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : Perkins V

Additional Responses	
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##### Root Cause # 2

Root Causes to be Addressed	Address gaps in planning, organizing, monitoring, and supporting school practices, processes, and procedures
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

## Root Cause # 2

Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : Perkins V
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Additional Responses	
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## Root Cause # 3

Root Causes to be Addressed	Provide consistent culturally responsive teaching practices
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : Perkins V

Additional Responses	
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## Root Cause # 4

Root Causes to be Addressed	Provide consistent measurements for Professional learning and the impact on student growth and achievement.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : Perkins V

Additional Responses	
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**Overarching Need - To provide students access to a safe and healthy educational experience.**

## Root Cause # 1

Root Causes to be Addressed	Embrace a district-wide focus to support at-risk student populations such as ED, EL, SWD, Migrant, Homeless, Social-Emotional, Dyslexia, Trauma, Mental Health, and Foster Care and under-served populations such as Gifted.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and

## Root Cause # 1

Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : Perkins V
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Additional Responses	
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## Root Cause # 2

Root Causes to be Addressed	Increase equity and access for all by reducing achievement gaps among subgroups.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : Perkins V

Additional Responses	
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## Root Cause # 3

Root Causes to be Addressed	Provide consistent 2-way communication and collaboration opportunities among stakeholders that consider potential barriers such as language.
This is a root cause and not a contributing cause or symptom	Yes

## Root Cause # 3

This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : Perkins V

Additional Responses	
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## Root Cause # 4

Root Causes to be Addressed	Pervasive virtual learning processes and environment to support student engagement.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : Perkins V

Additional Responses	
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## Root Cause # 5

Root Causes to be Addressed	Decrease absentee rates among our struggling students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : Perkins V

Additional Responses	
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## Root Cause # 6

Root Causes to be Addressed	Increase support to parents with limited ability and resources to support students academically at home.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : Perkins V

Root Cause # 6

Additional Responses	
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# District Improvement Plan 2021 - 2022



## Fayette County

## DISTRICT IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

District	Fayette County
Team Lead	TBD

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

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

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

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

### 3. DISTRICT IMPROVEMENT GOALS

#### 3.1 Overarching Need # 1

##### Overarching Need

Overarching Need as identified in CNA Section 3.2	To ensure consistency in effective instructional practices that are evidence-based and data-driven.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Address gaps in planning, organizing, monitoring, and supporting school practices, processes, and procedures
Root Cause # 2	Provide consistent culturally responsive teaching practices
Root Cause # 3	Provide consistent measurements for Professional learning and the impact on student growth and achievement.
Root Cause # 4	Support pervasive evidence-based Tier I Instructional Framework and universal design for learning across all grade levels.
Goal	By 2024, all students will meet their individual subgroup performance targets as established through the state accountability model.

##### Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Mathematics Science Social Studies Other :
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12

## Equity Gap

Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-7 Provide equitable access to student support programs and interventions

## Action Step # 1

Action Step	Increase early literacy by developing opportunities for students and parents to engage in activities prior to enrolling in Fayette County Public Schools.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas, sign-in sheets, focus walks, monitoring forms/reports, reflection notebooks, shared compliance folders, surveys/feedback
Method for Monitoring Effectiveness	Early learning screenings, observations, survey results
Position/Role Responsible	District leaders, school leaders, Parent Liaisons
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly
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## Action Step # 1

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)?	Partners In Education (district and school-based), Griffin RESA, Head Start, Georgia Leadership Institute for School Improvement, Fayette County Public Libraries
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## Action Step # 2

Action Step	Close achievement gaps and advance student achievement through evidence-based practices to include Instructional Support Teachers in ELA and Math. (WR)
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas, sign-in sheets, Instructional Framework, lesson plans, focus walks, monitoring forms/reports, Instructional Coach logs, reflection notebooks, PLC documentation, shared compliance folders, data usage reports, progress monitoring reports
Method for Monitoring Effectiveness	Progress monitoring data, implementation of PL, Benchmark progress, formative and summative assessment results, classroom observations (TKES/LKES), survey results, grade reports, graduation rates, promotion rate, retention rate, RTI/PBIS data

## Action Step # 2

Position/Role Responsible	District leaders, school leaders, Instructional Support Teachers
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Partners In Education (district and school-based), Griffin RESA, Georgia Leadership Institute for School Improvement, Georgia State University Principal's Center Coaching Collaborative
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## Action Step # 3

Action Step	Build parent awareness and proficiency of academic expectations for students to support growth and achievement.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

## Action Step # 3

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas, sign-in sheets, Instructional Framework, lesson plans, focus walks, monitoring forms/reports, Instructional Coach logs, reflection notebooks, PLC documentation, shared compliance folders, data usage reports, progress monitoring reports
Method for Monitoring Effectiveness	Progress monitoring data, implementation of PL, Benchmark progress, formative and summative assessment results, classroom observations (TKES/LKES), survey results, grade reports, graduation rates, RTI/PBIS data
Position/Role Responsible	District leaders, School leaders, Teachers
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Partners In Education (district and school-based), Griffin RESA, Head Start, Georgia Leadership Institute for School Improvement
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## Action Step # 4

Action Step	Build data literacy and support the effective use of technology among students, staff and parents. (ET)
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A
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	Meeting agendas, sign-in sheets, Instructional Framework, lesson plans, focus walks, monitoring forms/reports, Instructional Coach logs, reflection notebooks, PLC documentation, shared compliance folders, data usage reports, progress monitoring reports
Method for Monitoring Effectiveness	Progress monitoring data, implementation of PL, Benchmark progress, formative and summative assessment results, classroom observations (TKES/LKES), survey results, grade reports
Position/Role Responsible	District leaders, School leaders, Teachers
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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## Action Step # 4

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)?	Partners In Education (district and school-based), Griffin RESA, Georgia State University's Principal Center Coaching Collaborative
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## Action Step # 5

Action Step	Bridge learning and communication gaps among EL students and parents.
Funding Sources	Title I, Part A Title III, Part 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	Meeting agendas, sign-in sheets, Instructional Framework, lesson plans, focus walks, monitoring forms/reports, Instructional Coach logs, reflection notebooks, PLC documentation, shared compliance folders, data usage reports, progress monitoring reports
Method for Monitoring Effectiveness	Progress monitoring data, implementation of PL, Benchmark progress, formative and summative assessment results, classroom observations, survey results, grade reports
Position/Role Responsible	District Leaders, School Leaders, Teachers, other School-level personnel
Evidence Based Indicator	Moderate

Timeline for Implementation	Weekly
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## Action Step # 5

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)?	None
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## Action Step # 6

Action Step	Develop technical skills and virtual teaching and learning strategies for teachers, students and parents. (ET)
Funding Sources	Title I, Part A Title I, Part C Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas, sign-in sheets, Instructional Framework, lesson plans, focus walks, monitoring forms/reports, Instructional Coach logs, reflection notebooks, PLC documentation, shared compliance folders, data usage reports, progress monitoring reports, purchase orders, protocols and processes
Method for Monitoring Effectiveness	Progress monitoring data, implementation of PL, Benchmark progress, formative and summative assessment results, classroom observations (TKES/LKES), discipline data, survey results, grade reports

## Action Step # 6

Position/Role Responsible	District Leaders, School Leaders, Teachers, Counselors, Social Workers, Psychologist
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)?	Partners In Education (district and school-based), local churches, Private Schools (Our Lady of Victory, Our Lady of Mercy, Counterpane School, Chamber of Commerce, PTO, Watch D.O.G.S., Griffin RESA, Work-based Learning Business Partnerships, A.V. Pride, Department of Family and Children Services (DFACS), Georgia State University, Newnan Police Department, Head Start, American School Counselors Association, Georgia Leadership Institute for School Improvement
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## Action Step # 7

Action Step	Increase training opportunities and resources to support college-career readiness, talent development and advance learning for at-risk and under-served students. (WR)
Funding Sources	Title IV, Part A
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

## Action Step # 7

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas, sign-in sheets, Instructional Framework, lesson plans, focus walks, monitoring forms/reports, Instructional Coach logs, reflection notebooks, PLC documentation, shared compliance folders, data usage reports, progress monitoring reports
Method for Monitoring Effectiveness	Progress monitoring data, implementation of PL, Benchmark progress, formative and summative assessment results, classroom observations (TKES/LKES), retention/recruitment data, discipline data, attendance data, survey results, grade reports, graduation rates
Position/Role Responsible	District Leaders, School Leaders, Counselors, Teachers
Evidence Based Indicator	Moderate

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)?	Partners In Education (district and school-based), Work-based Learning Business Partnerships, Griffin RESA, American School Counselors Association, Georgia Leadership Institute for School Improvement
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## 3. DISTRICT IMPROVEMENT GOALS

## 3.2 Overarching Need # 2

## Overarching Need

Overarching Need as identified in CNA Section 3.2	To provide students access to a safe and healthy educational experience.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Decrease absentee rates among our struggling students.
Root Cause # 2	Pervasive virtual learning processes and environment to support student engagement.
Root Cause # 3	Embrace a district-wide focus to support at-risk student populations such as ED, EL, SWD, Migrant, Homeless, Social-Emotional, Dyslexia, Trauma, Mental Health, and Foster Care and under-served populations such as Gifted.
Root Cause # 4	Increase equity and access for all by reducing achievement gaps among subgroups.
Root Cause # 5	Increase support to parents with limited ability and resources to support students academically at home.
Root Cause # 6	Provide consistent 2-way communication and collaboration opportunities among stakeholders that consider potential barriers such as language.
Goal	By 2024 Fayette County Public Schools will reflect a safe and healthy educational experience with an average rating of 5 stars as measured by the CCRPI Climate Star rating system.

## Equity Gap

Equity Gap	Discipline ISS Identify Subgroups and grade level spans
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Content Area(s)	ELA Mathematics Science Social Studies Other :
Grade Level Span(s)	K 1 2 3 4 5 6 7 8

## Equity Gap

Grade Level Span(s)	9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-9 Evaluate and monitor the working environment in support of a positive school climate

## Action Step # 1

Action Step	Build capacity among district, school staff, and parents to support at-risk student populations such as ED, EL, SWD, Dyslexia, Migrant, Homeless, Social-Emotional, Trauma, Mental Health, and Foster Care. ()
Funding Sources	Title I, Part A Title III, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas, sign-in sheets, Instructional Framework, lesson plans, focus walks, monitoring forms/reports, Instructional Coach logs, reflection notebooks, PLC documentation, shared compliance folders, data usage reports, progress monitoring, reports, purchase orders, protocols and processes
Method for Monitoring Effectiveness	Progress monitoring data, implementation of PL, Benchmark progress, formative and summative assessment results, classroom observations (TKES/LKES), discipline data, survey results, grade reports
Position/Role Responsible	District Leaders, School Leaders, Teachers, Counselors, Social Workers, Psychologist
Evidence Based Indicator	Strong

## Action Step # 1

Timeline for Implementation	Quarterly
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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)?	Partners In Education (district and school-based), local churches, Private Schools (Our Lady of Victory, Our Lady of Mercy, Counterpane School, Chamber of Commerce, PTO, Watch D.O.G.S., Griffin RESA, Work-based Learning Business Partnerships, A.V. Pride, Department of Family and Children Services, Head Start, American School Counselors Association, Georgia Leadership Institute for School Improvement, Buck Institute, Critical Friends Group
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## Action Step # 2

Action Step	Enhance prevention, transition, and monitoring initiatives and services to support student learning. (SH)
Funding Sources	Title I, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas, sign-in sheets, focus walks, monitoring forms/reports, shared compliance folders, parent liaison logs and time ,sheets of interpreters, Language Lines, usage reports

## Action Step # 2

Method for Monitoring Effectiveness	Progress monitoring data, implementation of PL, data usage reports, Benchmark progress, formative and summative assessment results, classroom observations (TKES/LKES)
Position/Role Responsible	District leaders, school leaders, teachers
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)?	Partners In Education (district and school-based), local churches, Private Schools (Our Lady of Victory, Our Lady of Mercy, Counterpane School, Chamber of Commerce, PTO, Watch D.O.G.S., Griffin RESA, Work-based Learning Business Partnerships, A.V. Pride, Department of Family and Children Services, Head Start, American School Counselors Association, Georgia Leadership Institute for School Improvement, Buck Institute, Critical Friends Group
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## Action Step # 3

Action Step	Increase training and development opportunities among district, school staff, students, and parents to support digital accessibility, application, and citizenship. (SH)
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

## Action Step # 3

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas, sign-in sheets, Instructional Framework, lesson plans, focus walks, monitoring forms/reports, Instructional Coach logs, reflection notebooks, PLC documentation, shared compliance folders, data usage reports, progress monitoring reports
Method for Monitoring Effectiveness	Progress monitoring data, implementation of PL, data usage reports, Benchmark progress, formative and summative assessment results, classroom observations (TKES/LKES)
Position/Role Responsible	District leaders, school leaders, teachers
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)?	Partners In Education (district and school-based), Griffin RESA, American School Counselors Association, Georgia Leadership Institute for School Improvement
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## Action Step # 4

Action Step	Bridge opportunity gaps among our district programs and initiatives to support equity and access for all. (SH)
Funding Sources	Title I, Part A Title I, Part C Title IV, Part A IDEA McKinney-Vento
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	Meeting agendas, sign-in sheets, focus walks, monitoring forms/reports, shared compliance folders, parent liaison logs and time ,sheets of interpreters, Language Lines, usage reports
Method for Monitoring Effectiveness	Survey/feedback results
Position/Role Responsible	District leaders, school leaders, teachers, Parent Liaisons
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

## Action Step # 4

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)?	Partners In Education (district and school-based), local churches, Private Schools (Our Lady of Victory, Our Lady of Mercy, Counterpane School, Chamber of Commerce, PTO, Watch D.O.G.S., Griffin RESA, Work-based Learning Business Partnerships, A.V. Pride, Department of Family and Children Services (DFACS), Georgia State University, Newnan Police Department, Head Start, American School Counselors Association, Georgia Leadership Institute for School Improvement
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## Action Step # 5

Action Step	Increase training and development opportunities among school leaders on how to establish and maintain an equitable school cultures and climate. (SH)
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA McKinney-Vento
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	Meeting agendas, sign-in sheets, focus walks, monitoring forms/reports, shared compliance folders, parent liaison logs and time ,sheets of interpreters, Language Lines, data usage reports
Method for Monitoring Effectiveness	Survey/feedback results, discipline data, attendance data
Position/Role Responsible	District leaders, school leaders, teachers, Parent Liaisons
Evidence Based Indicator	Moderate

## Action Step # 5

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)?	Partners In Education (district and school-based), local churches, Private Schools (Our Lady of Victory, Our Lady of Mercy, Counterpane School, Chamber of Commerce, PTO, Watch D.O.G.S., Griffin RESA, Work-based Learning Business Partnerships, A.V. Pride, Department of Family and Children Services (DFACS), Georgia State University, Newnan Police Department, Head Start, American School Counselors Association, Georgia Leadership Institute for School Improvement
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## Action Step # 6

Action Step	Provide an MTSS Coach to provide direct support to schools in the area of Positive Behavior Interventions and Supports and build capacity for implementing a multi-tiered approach to social, emotional and behavior support system.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Presentations, agendas, sign-in sheets, Instructional Framework, lesson plans, progress monitoring reports, PBIS/RTI reports, School and County level discipline and attendance data, PL Agendas, PL Rosters and Sign-in sheets PL Rosters for Cultural Proficiency training, PBIS, SSTAGE, CCRPI Reports, End-of-Year attendance and discipline reports, SWIS summary reports, PBIS Walk-Through

## Action Step # 6

Method for Monitoring Implementation	Observations
Method for Monitoring Effectiveness	CCRPI Climate Star rating system, state and district discipline data, MTSS data, assessment results, classroom observations (TKES/LKES), retention/recruitment data, discipline data, survey results, grade reports, graduation rates, promotion rate, retention rate
Position/Role Responsible	District leaders, school leaders, MTSS Coach, teachers
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)?	Partners In Education (district and school-based), Griffin RESA, American School Counselors Association, Georgia Leadership Institute for School Improvement
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## Action Step # 7

Action Step	Utilize the Equity Guidance provided by the Equity Task Force to advance our district commitment to equity, diversity and inclusion.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

## Action Step # 7

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	School Improvement Plans/Action Steps, Instructional Framework, lesson plans, progress monitoring reports, PBIS/RTI plans, progress monitoring reports, PBIS/RTI reports, School and County level discipline and attendance data, PL Agendas, PL Rosters and Sign-in sheets PL Rosters for Cultural Proficiency training, PBIS, SSTAGE, CCRPI Reports, End-of-Year attendance and discipline reports, SWIS summary reports, PBIS Walk-Through Observations
Method for Monitoring Effectiveness	CCRPI Climate Star rating system, state and district discipline data, MTSS data, assessment results, classroom observations (TKES/LKES), retention/recruitment data, discipline data, attendance data, survey results, grade reports, graduation rates, promotion rate, retention rate,
Position/Role Responsible	District leaders, school leaders, Counselors, Teachers
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)?	Partners In Education (district and school-based), local churches, Private Schools (Our Lady of Victory, Our Lady of Mercy, Counterpane School, Chamber of Commerce, PTO, Watch D.O.G.S., Griffin RESA, Work-based Learning Business Partnerships, A.V. Pride, Department of Family and Children Services (DFACS), Georgia State University, Newnan, Police Department, American School Counselors Association, Georgia Leadership Institute for School Improvement
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## 4. REQUIRED QUESTIONS

### 4.1 Stakeholders, Serving Children, PQ

#### Required Questions

#### Coordination of Activities

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).	Our district continues to collaborate with stakeholders that included parents, teachers, school leaders, business partners, paraprofessionals, government officials, and higher education staff to support the effective implementation, monitoring, and evaluation of our CLIP through various district and school-based stakeholders forums. Our district hosts Federal Programs Connection Forums, Federal Programs Collaborative Sessions, Title I Connection Forums, Family School Programs Connection Forums, and school-level stakeholders meetings. We also provided a shared Google folder via e-mail and Infinite Campus for stakeholders to review draft documents for the CLIP and provide recommendations via Google form March-May. Communication of these varied forums were provided via IC Blast/e-mail, website, brochure, plans, and newsletters. The district coordinates general and federal funds in a variety of ways. We use state professional learning, IDEA, Title I, Title II, Title III, Title IV, and general funds to provide professional development to improve teachers content and pedagogical knowledge. Title II, state professional learning, and general funds give us the opportunity to provide on-site coaching to teachers, mentoring, and an induction program for teachers. General and Title II funds have been used to support teacher and leader recruitment and retention. Title I funds have been used to hire professional consultants, fund collaborative planning, and fund professional learning opportunities to support job-embedded professional learning experiences for certified and classified personnel at Title I schools. at Title I schools to provide job-embedded professional development in the core content areas. IDEA, Title I, Title III, and general funds are used to conduct parent and family engagement activities and to purchase instructional resources to support learning at home.
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#### Serving Low Income and Minority Children

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: <ol style="list-style-type: none"> <li>1. ineffective teachers</li> <li>2. out-of-field teachers</li> <li>3. inexperienced teachers</li> </ol> (Please specifically address all three	Our district consistently monitors and documents the percentage of our certified classroom teachers that are in field to teach their assigned content. This accounting is facilitated through the Certified/Classified Personnel Information (CPI) data collection process and is transmitted to the Georgia Department of Education through the CPI web-based application. With respect to teacher effectiveness, we implement with fidelity our state's Teacher Keys Effectiveness System (TKES) Evaluation that enables credentialed site-based administrators to evaluate certified teachers on ten performance standards for which there is a multi-leveled performance appraisal rubric that
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Serving Low Income and Minority Children

variables)	articulates expected performance. This evaluation system includes a professional growth goal-setting component whereby each teacher identifies professional growth goals that inform the professional learning that is afforded them. To ensure that the lowest performing schools attract the most effective teachers, we use our equity report to look for patterns and trends and work with the ESOL, IDEA, and Gifted/Remedial Education Coordinators to identify and place teachers and paraprofessionals appropriately. Additionally, this review practices to ensure low income and/or minority children are not served at disproportionate rates by inexperienced/ineffective/out of field teachers. We annually review student achievement data, teacher assignments, school demographic data, and teacher demographic data to ensure that students regardless of socioeconomic or minority status are not being taught by teachers with little experience or with limited effectiveness. We also implement induction programs for new/novice and struggling teachers and school principals.
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Professional Growth Systems

Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include: how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy; how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded; how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time); how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes.	<p>Over the last three years the district has used Bernhardt's Multiple Measure Framework to inform performance, perception demographic and process data about individual schools in the district. Principals present this data to the School board at work sessions, which include school improvement directors along with curriculum and assessment coordinators. The information and from these data analysis presentations provide County leaders with professional learning priorities for the district throughout the rest of the school year. This practice has been in place for two years and takes place in the fall semester of the school year.</p> <p>pFayette County principals set PL and performance goals in July and August during their leadership retreats and faculty meetings. Leaders ensure that job-embedded PL goals are set and ongoing, during the formative and summative phase of the Teacher Keys Evaluations.</p> <p>Data on student attendance and behavior are provided to schools and district leadership from my office on a continual basis. PBIS programs and other school-based student achievement programs have been initiated in most of our schools in partial response to the analysis of this data.</p> <p>Professional learning time has been added to the school calendar. Funds for substitute teachers for release of teachers to participate in PL has been approved.</p> <p>The yearly Administrative Internship program has been very successful in developing internal school-based leaderships who provide an elementary and secondary candidate pool for Fayette County Schools. Teachers leaders are consistently needed and developed at the school level and through County and</p>
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## Professional Growth Systems

	<p>RESA level programs (Cultural proficiency coaches, Literacy leadership cohorts, etc.). Train the Trainer initiatives in a wide variety of program (Mind Set, CPR, etc.) areas helps to push qualified instructors to the school level.</p> <p>District leaders have researched and evaluated the practices in place that have no impact on student growth and development. While it is an ongoing process, we are have embraced evidence-based PD and consistently use The Multiple Measures of Data Framework, to improve our practice and focus our professional development on student achievement and growth.</p> <p>Our district has embraced evidence-based professional development, in part, by our state's alignment of our re-certification requirements.</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"> <li>1. for all teachers (except Special Education service areas in alignment with the student's IEP), or</li> <li>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).</li> </ol> <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>We waive certification for all teachers.</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>Fayette County Public School System-Professional Qualifications Fayette County's Certified Professional Qualifications requirements: Hold a Clearance Certificate; and</p> <ul style="list-style-type: none"> <li>- Bachelor's degree; or</li> <li>- Relevant coursework or at least 6 months experience in the field; and/or</li> <li>- Other experience that demonstrates expertise in the field, and/or</li> <li>- Passing score on the related field or subject area Content Area Test</li> </ul> <p>All paraprofessionals must hold a Paraprofessional License issued by the Georgia Professional Standards Commission</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>Our district will fully comply with our state's ESSA Plan as it pertains to assisting our schools in need of support. Additionally, our state's accountability framework, College Career Ready Performance Index (CCRPI), in conjunction with our statutory Turnaround Schools framework will be enlisted to provide targeted support to struggling schools. While our district's schools will likely not require support under our state and federal criteria, our district proactively enlists applicable Title II, Part A funds and state funding to provide equitable and targeted support to struggling schools in the form of instructional and intervention support staffing, meaningful and relevant professional development/learning, and tech-enabled resources access for credit repair, recovery, and remediation in a variety of service delivery mediums.</p> <p>Schools submit their prioritized needs to the district each Spring in preparation for the new year. The allocation of funds from the district to schools is based on the prioritized needs submitted as well as student enrollment, achievement data, and other sources. During the Spring, schools also inform the district if there will be additional funds needed for training due to changes in student enrollment, new hiring, new courses, or career pathways. Schools develop their School Improvement Plans based on data and determine appropriate SMART goals for the upcoming school year. The district provides support and feedback with the development of these plans. Title IIA funds are prioritized to the schools based on needs that are identified in the Equity Plan as well as other needs found in the Comprehensive Needs Assessment.</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>Preparing students for success after high school is an inherent component of the Fayette County School District's Vision and Strategic Plan. Whether students plan to enter the workforce immediately or attend college after high school graduation, careful consideration of high school course options impact students' futures.</p> <p>To better prepare students for the demands of the 21st Century workforce, Fayette County's Career and Technical Education (CTE) Department works collaboratively with students, parents and the Counseling and Career Development Departments at each middle/high school, to ensure students select a CTE pathway that is based on students' individual passions, aptitudes and interests. Fayette County's CTE pathway courses get students on the fast track to their future by providing them opportunities to earn high school credit, industry recognized credentials, and in the culinary, film, and healthcare science pathways students have the additional opportunity to earn technical college credit and technical college certificates.</p> <p>Currently, the Fayette County School District offers 27 pathways in 13 career clusters. After students successfully complete the three courses in their chosen</p>
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CTAE Coordination

	<p>pathway they take a skills attainment/industry credentialing exam. For the FY19 school year, the state's EOPA pass rate was 68% - 69% and Fayette County's EOPA pass rate was 85.14%. Pathways include: Audio/Video Technology &amp; Film, Georgia Film Academy &amp; SCTC Film, Animation &amp; Digital Media, Graphic Communication, Graphic Design, Business &amp; Technology, Entrepreneurship, Early Childhood Care &amp; Education II, Teaching as a Profession, Financial Services, JROTC Air Force, JROTC Army, Therapeutic Services Allied Health &amp; Medicine, Therapeutic Services Patient Care, Therapeutic Services EMR, Therapeutic Services EMT, Diagnostic Services Phlebotomy, Culinary Arts, Nutrition &amp; Food Science, Computer Science, Internet of Things, Programming, Forensic Science, Marketing &amp; Management, Engineering &amp; Technology, Aerospace Flight Operations, eneral</p> <p>Local funding for Career and Technical Education (CTE) programs is used to purchase equipment and instructional resources to ensure Fayette County's current CTE Pathways are properly aligned to workforce development needs and to expand CTE Pathway offerings that are rigorous, relevant, and prepare youth and adults for local and regional high-wage, high-skill, in-demand careers.</p> <p>Additionally, local funding is used to provide professional development and technical assistance for CTE educators to engage with local businesses/industries via tours, teacher externships, and career cluster curriculum development. The Fayette County School District also provides financial support for each high school to offer Career and Technical Education Student Organizations (CTSOs) where students are involved in hands-on pathway and leadership related activities and competitions at the state, region and national levels.</p> <p>Fayette County's teachers and county and building level administrators are dedicated, highly qualified, and devoted to the task of preparing students beyond the classroom through problem based learning, work-based learning, STEM/STEAM in an ongoing effort for Fayette County's young people to be college AND career ready. Program Area Career and Technical Education Advisory Councils meet two times a year. The feedback from Advisory Council members is fundamental to ensuring Fayette County's CTAE pathways are aligned to workforce development needs. Fayette County's five high schools have a strong emphasis on employability skills. With the support of the County CTE Advisory Council, Fayette County has implemented GeorgiaBESTs's employability/soft skills program in each of its middle and high schools.</p> <p>Through Fayette County's Work-Based Learning and Youth Apprenticeship programs, students have an opportunity to develop employability skills and build relationships with business mentors while exploring their career interests. Students spend at least 5 hours per week (per period of WBL on their schedule) at their internship or job as well as attend a weekly class with the WBL/YAP coordinator focused on employability skill development. Students</p>
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CTAE Coordination

	<p>also complete an electronic portfolio as an end of the year project. The e-portfolio is intended to provide the students a place to showcase the documentation of their work experience, achievements, artifacts, updated resume, and reflections on meaningful development of skills.</p> <p>The Work-Based Learning Program expands the walls of the classroom through a structured work experience, based on a student's individual career goal/pathway and related coursework. This allows students to apply what they have learned in both their academic and CTE courses to workplace settings, providing students in-depth interactions with industry professionals in their area of passion while earning school elective credit. Additionally, Work Based Learning students are then able to share their experiences in the workplace with their students and teachers ultimately enriching the classroom discussions within the school setting.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p><b>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.</b></p>	<p>Our schools routinely review their disciplinary data. Using our student information system Infinite Campus, school leaders can disaggregate this information by events, locations, gender, race, and other categories. Based on an analysis of behavior trends, they can focus on the needs of their school and individual students.</p> <p>In an effort to reduce suspensions, our schools have adopted the Positive Behavior Intervention System (PBIS). We use SWIS data from PBIS to monitor and support students with behavior concerns. We also provide diverse first offender remediation programs for alcohol, drug use, possession, and other behaviors which have reduced OSS days by 10% over the past 3 years. Additionally, our the school district has assigned behavior specialists in elementary schools and introduced a system of comprehensive research-based behavior interventions at all levels. School leaders and teachers, with the support of district-based behavior interventionist, frequently assess the progress made by individual students. Other programs which have been implemented in some of our schools is The Leader In Me and Love and Logic.</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

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.	Fayette County provides students an effective, developmentally appropriate and seamless K-12 advisement experience. The K-12 advisement is provided through a collaboration with an interdisciplinary team of administrative, school counseling and collegiate personnel to ensure our students are college and career ready. There are vertically aligned transition meetings to ensure that each student explore career options through programs (such as Career Fairs, Naviance and Virtual Job Shadow), creating an Individual Graduation Plan, and graduate high school prepared to go to college or to enter the workforce. The Individual Graduation Plan is based on the student's selected academic and career area to prepare them for their chosen career. Fayette County students have the unique opportunity to have locally within our county: Clayton State University, Georgia Military College, Point University and Southern Crescent Technical College to provide access for college courses. With the proximity of these institutions, we work collaboratively to align our MOWR process/procedures for student advisement and to discuss the requirements for high school teachers to earn adjunct status.
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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.	Twelve of our fourteen elementary schools host Bright from the Start Pre-K classes. Our system also hosts Pre-K classes for children with special needs. The goal of the BFTS Pre-K Program is to provide our four year olds with high quality experiences, which follow the Georgia Early Learning and Development Standards (GELDS). Our elementary school administrative and support staff collaborate with Head Start and private Pre-K Programs to ensure a smooth transition to Kindergarten. All elementary schools' administrators and teachers provide parent engagement opportunities prior to enrollment into Kindergarten and during their Pre-K and Kindergarten year. All children are administered an individual Kindergarten Screener by a certified teacher after enrollment and prior to class placement.
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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in constation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the mti-criteria selection to be used to identify the students to be served.</p>	<p>Fayette County Public Schools does not have Targeted Assisted-Title I Schools.</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>Fayette County Public Schools has 7 Title I school-wide programs. The district doesn't have any Title I Targeted Assistance Schools. The instructional programs in the district's Title I school-wide programs consist of the Georgia Standards of Excellence and local academic goals and instructional priorities. The 7 Title I school-wide programs in the district will:</p> <ol style="list-style-type: none"> <li>1. Conduct a comprehensive needs assessment to identify areas of need to support students. The needs assessment will drive all of the decisions made about how the school will spend Title I, Part A funds this school year.</li> <li>2. Provide students various supplemental instructional opportunities to get students back on track for success. Schools will offer after-school programs, Saturday school, summer programs, and additional instructional support during the day (Title I teacher ~ push-in, small group pull-out; paraprofessionals/instructional assistants)</li> <li>3. Implement transition activities/programs for pre-K to Kindergarten, Kindergarten to 1st, 5th to 6th, and 8th to 9th grade.</li> <li>4. Conduct parent engagement workshops to provide parents strategies and resources to help their child(ren). Targeted workshops for EL parents provided. (Indicator 7)</li> <li>5. Provide professional development opportunities for teachers who work with the eligible students (outside consultants, registration and travel reimbursements)</li> <li>6. Provide job-embedded professional development for core content area teachers</li> <li>7. Provide instruction by highly qualified staff (teachers and paraprofessionals);</li> <li>8. Help teachers utilize information and data from formative, summative, formal, and informal assessments to plan instruction to address students' needs</li> <li>9. Implement evidenced-based instructional programs and strategies (differentiated instruction, rigor and relevance, explicit instruction)</li> </ol> <p>Title I, Part A funds are used to pay for supplemental instructional services to address the needs of the at-risk students during before/after school or Saturday tutoring and push-in/small group pull-out with parents, teachers and paraprofessionals. Title I, Part A funds will also be utilized to purchase</p>
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Title I, Part A – Instructional Programs

	<p>supplemental instructional supplies to include school supplies, laptops, desktop computers, instructional software to develop math, language arts, reading, science, and social studies skills. Appropriate use of Title I, Part A funds is determined by guidelines provided by the GaDOE Title I Programs handbooks, area specialists, and program managers. The use of Title I, Part A funds and program implementation is monitored and evaluated by the Director of Federal Programs. All Fayette County students are identified and selected through processes, procedures, and regulations, as required by the school-wide and targeted assistance programs guidelines. Students identified for programs such as migrant, homeless and foster care are served in the Title I schools in the same manner as all other students. Supplemental Title I funds are budgeted to meet the needs of foster care, and homeless students. The Director of Federal Programs works collaboratively with other district leaders to plan the use of their set aside Title I funds to supplement the students' education. Our Title I Program also currently serves one private school within our Title I budget set-aside funds.</p> <p>There are no neglected and delinquent facilities served through our district.</p>
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## 4. REQUIRED QUESTIONS

### 4.4 Title I Part C

#### Required Questions

#### Title I, Part C – Migrant Intrastate and Interstate Coordination

Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through: the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students; the timely transfer of pertinent school records, including information on health, when children move from one school to another; and how the district will use the Migrant Student Information Exchange (MSIX).	<p>Migrant students are identified through the occupation survey, which is a portion of the student enrollment packet. The surveys that are marked "yes" are sent to the GaDOE Region 1 representative. Once the migrant students are identified, a comprehensive needs assessment and delivery plan will be developed for each student.</p> <p>The Migrant Education Program Coordinator is responsible for maintaining, updating, and properly coding all required enrollment, educational, and health data in Fayette County School District's Student Information System on migrant eligible students and shares this information on an intra-district and interstate basis. Additionally, the district will use SLDS database (as appropriate) to reference the student's historical enrollment and achievement data.</p> <p>The designated Assistant Superintendent, along with the Migrant Education Coordinator monitors the program using these procedures:</p> <ul style="list-style-type: none"> <li>Records maintenance and transfer</li> <li>Identification and recruitment</li> <li>Educational support/Priority of service</li> <li>Consultation with private schools</li> <li>Conducts a needs assessment</li> <li>Coordination of Migrant services</li> <li>Establishes a parental advisory council (PAC)</li> <li>Participates in professional learning</li> <li>Provides services for the educational needs of migrant preschool children</li> <li>Evaluates the program</li> <li>Maintains an allowable budget</li> </ul>
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#### Title I, Part C – Migrant Supplemental Support Services

1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff)	<p>Our Migrant Education Program Coordinator will work directly with district's Enrollment and Records Center and consortium designee to identify and work with our migrant children and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance migrant students not currently attending school in a manner that will not stigmatize or segregate them on the basis of their status. Migrant students will be provided, to the extent practicable, district services for which they are eligible, including pre-school programs, Title I, similar state</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>to ensure that these vulnerable populations receive appropriate instructional support services.)</p> <p>2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)</p>	<p>programs, educational programs for students with disabilities or limited English proficiency, vocational and technical education programs, gifted and talented programs and school nutrition programs.</p> <p>Every child is entitled to equal access to the same free, appropriate public education and transportation as provided to other students.</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:  <b>IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.</b>          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><b>Goal 1: Improve graduation rate outcomes for students with disabilities</b>  <u>Description:</u>          In alignment with the District Strategic Plan and the District Improvement Plan, the Exceptional Children's Services Department focuses on the following 4 areas for improving outcomes for students with disabilities, including graduation rate outcomes:</p> <ul style="list-style-type: none"> <li>• Specialized Instruction - teaching our students with disabilities in different ways (or different things) to meet their unique needs</li> <li>• Social Emotional Engagement – promoting student investment in learning, making learning relevant and developmentally appropriate, providing information in multiple ways, and encouraging student expression</li> <li>• Independence - improving active learning, self-advocacy, and self-actualization</li> <li>• Compliance – meeting all compliance requirements to promote positive outcomes</li> </ul> <p>The District has a longstanding partnership with Emily Rubin in the implementation of the Social Emotional Engagement - Knowledge and Skills (SEE-KS) framework to enhance universal design for learning (UDL) and to build reflective practices and peer coaching among our teachers. Teachers learn how to engage all students, regardless of language level, through UDL, which positively impacts achievement of students with disabilities. Teachers also learn an appreciative inquiry coaching model so they can work together and coach each other to sustain effective practices over time. Typically, engagement data is taken at participating schools in the beginning of the year and again at the end, though the initiative had to be halted from March 2020 through May 2021 due to COVID-19 safety protocols. Emily Rubin has led many professional learning opportunities for teachers and administrators on the neuroscience of engagement, highlighting best practices using video clips from the schools participating in the SEE-KS initiative.</p> <p>Our Student Achievement Department collaborates to provide professional learning in effective co-teaching practices, believing that effective instruction in the least restrictive environment with appropriate scaffolding, supports, and specially designed instruction for unique learners is beneficial for the vast majority of our students. Special education teachers participate in professional learning for each academic area with their colleagues in general education so that expectations for all students are high, and all teachers are equipped to provide effective instruction.</p> <p>Support staff in Exceptional Children's Services assist our teachers in implementing effective instruction to meet the unique needs of our students.</p>
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IDEA Performance Goals:

	<p>Our Instructional Support Teachers (IST) provide professional learning in a multitude of research-based specialized methodologies and evidence-based practices to address specific needs of students with disabilities and to coach teachers in the appropriate implementation of these methodologies (including <i>Language!</i>, <i>Language! Live</i>, <i>SPIRE</i>, <i>ReadWell</i>, <i>Step Up to Writing</i>, <i>REWARDS</i> Reading and Writing, <i>VMath</i>, <i>Connecting Math Concepts</i>). In addition, we send teachers to other trainings targeting specially designed instruction, including but not limited to <i>Lindamood Bell</i> training, <i>Orton-Gillingham</i> training, and specialized training through our South Metro GLRS. Our IST for Adapted Curriculum helps teachers of students with significant cognitive impairments to develop effective learning activities that provide access to the curriculum while also specifically targeting the individual goals of each child. All ISTs provide individual and ongoing consultations with teachers and students to guide effective programming. Our Behavior Support Team equips school staff to support students who need specialized strategies and interventions for self-regulation and self-monitoring. Our Counselor for Exceptional Children provides intensive support for students with critical emotional needs and their families. Our Assistive Technology Team builds capacity and provides resources for students to access the curriculum and to communicate with others. Our specialists (Adapted Curriculum, Sensory Impairments, etc.) help teachers of low incidence populations to implement effective interventions and programming for their students. Support staff participate in ongoing, job-embedded professional learning to enhance their skills and to enable them to build capacity across the district. All support staff assist teachers in implementing effective instruction to increase achievement of students with disabilities, which equips our students with the skills that they need (academic, behavioral, social, adaptive) and positively impacts our graduation rate.</p> <p>In 2020-21, our District began a multi-year initiative to build capacity for scientifically based structured literacy. All elementary special education teachers, some SLPs, and some secondary special education teachers began the first cohort of training in <i>Language Essentials for Teachers of Reading and Spelling (LETRS)</i>. Each cohort lasts two years. The first cohort will complete their training in May 2022. The second cohort, which includes the remaining SLPs, school psychologists, additional secondary special education teachers, and new elementary special education teachers, begins training in summer 2021 and will continue through May 2023. Four ECS Support Staff will become trainers for <i>LETRS</i> to continue implementation for new special education teachers moving forward. Preschool teachers will participate in <i>LETRS for Early Childhood</i> in 2021-22.</p> <p>In 2020-21, select groups of teachers (adapted curriculum, SPROUT pre-K, and general curriculum Triad autism teachers) participated in SCERTS (social communication, emotional regulation, transactional supports) training with Emily Rubin. These teachers will continue with professional learning in 2021-22 to increase capacity in developing developmentally appropriate goals and activities for these students with disabilities.</p> <p>We have developed the Bridges Program for students in grades 4-12 who have significant academic (and usually language) deficits in all areas but who are not</p>
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IDEA Performance Goals:

	<p>eligible for the Georgia Alternate Assessment. Higher staff:student ratios allow intensive support for these students whose academic skills are below that of typical peers. In the high school program, students commit to staying in high school for 5 years rather than 4 so that the academic course load can be reduced each year while academic support classes can be increased. In addition, the GSE Algebra I class is taught over 2 years rather than 1. Each class that enters high school is a cohort of students whom a more limited number of teachers support, which helps to create consistency for the students. Teachers build strong relationships with students and serve in a mentor role, which also enhances student success. While these students are not reflected in the 4 year cohort graduation rate, the vast majority of the students who participate are able to graduate in 5 years, which is a significant accomplishment.</p> <p>To improve independence and successful transition to post-secondary options, our REACH (Reaching Educational and Career Heights) program for 18-22 year old students provides employment experiences and coaching along with an emphasis on independent living skills. Partnerships with Panasonic, the City of Fayetteville, and other businesses allow our students to experience different aspects of the workplace while forming relationships with adult employees. Students learn valuable skills, enabling many to find paid employment or to transition to inclusive college programs or other adult programs designed to teach independent living and employment skills. In 2021-22, Project SEARCH will be reinstated after a hiatus due to COVID-19. Project SEARCH provides a year-long internship program, in partnership with Piedmont Fayette Hospital. The students who are selected to participate benefit from intensive direct instruction in employability skills as well as practice in implementing these skills through three internship rotations lasting 10 weeks each in different departments within the hospital.</p> <p>Transition planning through the IEP process begins formally in middle school so that all students with disabilities have a transition plan in place by age 16 or upon entry in high school. Even earlier, students participate in guidance lessons with school counselors and various activities at different grade levels designed to explore career options. In middle school, all students participate in the district wide Career Fair, which highlights a host of career options. Transition assessments are provided through school counselors and special education teachers, and these results are used in individualized transition planning, which is part of the IEP process. Written procedures for transition plans are included in the Exceptional Children's Services Practitioner's Manual, and teachers can access these on our department Schoology site. Professional learning is provided annually to all special education teachers on the IEP process. In 2021-22, compliance training will be provided through a webinar during preplanning with acknowledgement from all participants. Resources for compliance will be highlighted, including the IEP Compliance Rubric, which breaks down each section of the IEP and gives examples of compliance and noncompliance with specific areas for teachers to check. In addition, progress monitoring procedures give detailed information about and examples of appropriate data collection to document progress, or lack thereof, on IEP goals and objectives. In addition, appropriate progress monitoring</p>
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IDEA Performance Goals:

	<p>resources and tools are provided to all teachers. School-based ECS Lead Teachers provide ongoing support and targeted assistance to teachers in their schools throughout the year, in conjunction with ECS Consultants. New teachers receive intensive training through New Teacher Induction and ongoing New Teacher professional learning opportunities in the fall (training on special education topics in general plus training for specialized methodologies that are appropriate for each teacher).</p> <p>To monitor compliance with IEP requirements and data collection guidelines, which includes transition plans for teachers at the middle and high school levels, ECS consultants choose one student from each teacher's caseload and review all IEP documents and progress monitoring data associated with that IEP. They use the IEP rubric to check paperwork and data collection and to provide feedback to the teacher. If all areas are compliant, then the teacher does not have additional formal checks of compliance that year; if all areas are not compliant, then the ECS Consultant continues to work with the teacher to provide targeted assistance and to check IEP documents for compliance.</p> <p>The ECS Lead Teacher for Transition actively participates in the Metro South GLRS Transition Consortium to stay abreast of transition best practices and resources. She is the liaison with Vocational Rehabilitation to assist IEP teams in the appropriate referral of students to VR. She also collaborates with other districts in the region to host an annual Transition Resource Fair.</p> <p><u>Action Steps for 2021-22:</u></p> <ol style="list-style-type: none"> <li>1. To build capacity in the science of reading, <i>LETRS</i> Cohort 1 (elementary special education teachers, ECS ISTs, select SLPs, select secondary special education teachers) will complete year 2 <i>LETRS</i> training.</li> <li>2. To build capacity in the science of reading, <i>LETRS</i> Cohort 2 (new elementary special education teachers, remaining SLPs, additional secondary special education teachers, select school psychologists, ECS Consultants) will begin <i>LETRS</i> training (year 1 of 2).</li> <li>3. To expand their knowledge of evidence-based literacy practices, SPROUT Special Needs Preschool teachers will complete <i>LETRS for Young Children</i> training.</li> <li>4. To build capacity in the science of reading, ECS Support Staff will complete <i>LETRS</i> TOT credentials so they can be <i>LETRS</i> trainers within the district.</li> <li>5. Teachers in <i>LETRS</i> Cohorts 1 and 2 will improve implementation of scientifically-based reading instruction through <i>LETRS</i> Connections interactive professional learning sessions. Instructional Support Teachers will provide ongoing coaching and mentoring in these sessions throughout the year.</li> <li>6. To build capacity in the science of reading, infographics and resources will be posted on the ECS website and on the ECS Schoology page for district staff.</li> <li>7. ECS will continue to provide training in specialized methodologies and effective instructional practices for reading, writing, and math, including but not limited to <i>SPIRE</i>, <i>Language!</i>, <i>Language! LIVE</i>, <i>Read Well</i>, <i>REWARDS Reading</i>, <i>REWARDS Writing</i>, <i>Step Up to Writing</i>, <i>Writing Destinations</i>, <i>Lindamood Bell</i>, <i>Orton-Gillingham</i>, <i>vMath</i>, and <i>Connecting Math Concepts</i>. Implementation will be supported and monitored through modeling, coaching, observations, feedback, and data collection.</li> </ol>
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IDEA Performance Goals:

	<p>8. To increase social emotional engagement and UDL, the District will continue to partner with Emily Rubin in implementing the Social Emotional Engagement-Knowledge and Skills framework. The implementation will be renewed in existing schools and expanded to additional schools, as requested.</p> <p>9. To improve effective supports for students with more significant developmental needs, the District will continue to partner with Emily Rubin in implementing the SCERTS framework (social communication, emotional regulation, transactional supports).The District will develop a streamlined approach for the SCERTS assessment process, will develop SCERTS-based resources for transactional supports, will develop a SCERTS-based goal/objective bank, and will develop additional SCERTS professional learning and a timeline for implementation.</p> <p>10. To increase students' effective communication skills, teachers will build capacity with developmentally appropriate AAC for students who need these supports. The AT team will create in-person and online resources and will provide professional learning for IEP teams when a device is implemented or when the AT team provides consultations.</p> <p>11. To improve UDL, we will increase integration of AT and IT in Schoology and Google/Google Drive (Chrome Native Support, R &amp; W and Texthelp, Equatio and Math Supports, and Effective Use of Organizational Features).</p> <p>12. To build capacity with effective behavioral approaches, the Behavior Support Team will train teachers in Zones of Regulation, as appropriate. They will model effective practices and coach teachers to encourage effective implementation of proactive strategies.</p> <p>13. To improve the quality of transition planning, ECS Lead Teachers will receive professional learning in developing effective and compliant transition plans. ECS Lead Teachers at secondary schools will redeliver professional learning to teachers. Transition plans will be monitored as part of the IEP compliance monitoring process (described above).</p> <p>14. To improve the quality of transition planning, transition resources will be updated and posted on the ECS Schoology site.</p> <p>15. To increase parent engagement, parent learning opportunities and/or town hall meetings will be hosted at least quarterly throughout the 2021-22 school year, with a focus on topics related to special education processes, disability awareness, and effective transition planning. The ECS Director will oversee these learning opportunities and will seek input and feedback from parents regarding these opportunities.</p> <p>These initiatives and supports contribute to excellent outcomes for our students, including high graduation rates and successful transitions to post-secondary options.</p>
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IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities.</b>  What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?  <b>Include:</b>LEA proceduresServices that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5 popationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings</p>	<p><b>Goal 2: Improve services for young children (3-5) with disabilities</b>  <u>Description:</u>  The district conducts ongoing child find efforts to locate and identify young children with disabilities in the community. We publish an annual notice regarding child find in the local newspaper. In addition, the Preschool Intervention and Diagnostic Team visits community preschool providers (daycare centers, church programs, private schools, Head Start, etc.) at least annually to share information about the district's obligation to identify, locate, and evaluate children suspected of having disabilities. Information packets are also provided to local doctors periodically.  Our Preschool Intervention and Diagnostic Team (all of whom are paid with local funds, not federal IDEA funds) provides many supports to children in the community in typical settings, including consultations regarding appropriate skills in all developmental areas (communication, social/behavior, motor, adaptive, cognitive), classroom observations, ideas for evidence-based teaching practices and interventions. We also provide parent training to promote early intervention. When a parent, a community provider, or the Preschool Intervention and Diagnostic Team suspect that a child may have a disability, the child is referred for a comprehensive evaluation to consider eligibility for special education and related services. We also collaborate with Babies Can't Wait to identify young children with disabilities and to implement IEPs by age 3.  Young children who are eligible for special education and related services are provided services in a variety of ways, depending on the needs of the child. Some children may need only speech and language services, and they typically are served through the SLP at their local elementary school. Students with more significant needs are typically served through our SPROUT (Successful Preschoolers Reaching Opportunities Uniquely and Together) Preschool Program. The SPROUT program serves both students with disabilities and typical preschoolers (relatives of staff members) to provide integration of typical peers and children with disabilities. Each SPROUT site program is comprised of 2 classes (with teachers, paraprofessionals, and all appropriate related services providers, in accordance with IEPs) so that supports can be differentiated and different special education environments are available, as needed. Age-appropriate peer models help to enhance learning opportunities for all and to increase positive outcomes for young children with disabilities in all domains - social, behavioral, adaptive, and pre-academic.  The Preschool Consultant coordinates the SPROUT programs and provides guidance to the teachers regarding research-based and evidence-based practices. She attends the Metro Preschool Consortium as well as professional learning opportunities to enhance her knowledge and skills. She also organizes professional learning opportunities for all of the SPROUT teachers several times through the year so that information can be redelivered and teachers can collaborate with each other. She is a Mindset Trainer and ensures that all SPROUT staff stay current in Mindset. SPROUT teachers integrate literacy enhanced dramatic play centers and other evidence-based practices so that children can develop skills through age appropriate play. In 2021-22, SPROUT teachers will participate in literacy training through LETRS for Early</p>
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IDEA Performance Goals:

	<p>Childhood. In addition, some SPROUT teachers participate in the SEE-KS initiative (described in IDEA Goal 1) to enhance their practices by fostering social emotional engagement in their classrooms.</p> <p>SPROUT teachers participate in all Exceptional Children's Services compliance training and monitoring activities described in IDEA Goal 4.</p> <p><u>Action Steps for 2021-22:</u></p> <ol style="list-style-type: none"> <li>1. All SPROUT preschool teachers will participate in <i>LETRS for Young Children</i> to expand their knowledge of evidence-based literacy practices and will implement these practices into their instruction. The ECS Consultant and Instructional Support Teachers will monitor implementation through classroom observations and ongoing coaching and consultation with teachers.</li> <li>2. To increase students' effective communication skills, teachers will build capacity with developmentally appropriate AAC for students who need these supports. The AT team will create in-person and online resources and will provide professional learning for IEP teams when a device is implemented or when the AT team provides consultations.</li> <li>3. To build capacity with effective behavioral approaches, the Behavior Support Team will model and coach teachers to encourage effective implementation of proactive strategies, including the use of visual supports.</li> <li>4. To increase social emotional engagement and UDL, the District will continue to partner with Emily Rubin in implementing the Social Emotional Engagement-Knowledge and Skills framework. The implementation will be renewed in existing schools and expanded to additional schools, as requested.</li> <li>5. To improve effective supports for students with more significant developmental needs, the District will continue to partner with Emily Rubin in implementing the SCERTS framework (social communication, emotional regulation, transactional supports). The District will develop a streamlined approach for the SCERTS assessment process, will develop SCERTS-based resources for transactional supports, will develop a SCERTS-based goal/objective bank, and will develop additional SCERTS professional learning and a timeline for implementation.</li> <li>6. The Preschool Intervention and Diagnostic Team will update resources and materials for interventions and supports in the community and will distribute these resources to community preschools and parents, as appropriate.</li> </ol> <p>Through these efforts, the District provides excellent special education services and supports to young children with disabilities, which enhances their positive outcomes.</p>
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IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.</b>          What specific activities align with how you are providing FAPE to children with disabilities?          Include: How teachers are trained on IEP/eligibility procedures and instructional practices          How LRE is ensured          The continuum of service options for all SWDs          How IEP accommodations/modifications are shared with teachers who are working with SWDs          Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p><b>Goal 3: Improve the provision of a free and appropriate education to students with disabilities</b>  <u>Description:</u>          To ensure that we provide a free and appropriate public education (FAPE) to all students with disabilities in Fayette County, we examine the individual needs of each student and develop goals and objectives as well as special education and related services to target those needs so that students make progress that is appropriate in light of their circumstances.          We provide legal compliance training so that our teachers and administrators understand our obligations to our students and parents. Every summer, administrators from all schools participate in Administrative Preplanning, which includes training sessions provided by the Exceptional Children's Services Director. During preplanning each year, all staff members (general education and special education administrators, teachers, paraprofessionals, and other support staff) receive written reminders and updates regarding IDEA, which they must read and acknowledge. In addition, all teachers receive access to IEPs and IEP summaries for all of the students with disabilities in their classes. These summaries are a quick reference for teachers regarding student strengths, needs, goals/objectives, and student supports and accommodations. Also during preplanning, special education teachers follow guidelines provided by the ECS Department for checking student IEPs and verifying that appropriate services and supports are in place for each student and submit documentation to their ECS Lead Teacher.          The Exceptional Children's Services Practitioner's Manual, posted on the ECS Department Schoology site, includes detailed written procedures for all aspects of special education services and supports. Professional learning is provided annually to all special education teachers on the IEP process. In 2021-22, compliance training will be provided through a webinar during preplanning with acknowledgement from all participants. Resources for compliance will be highlighted, including the IEP Compliance Rubric, which breaks down each section of the IEP and gives examples of compliance and noncompliance with specific areas for teachers to check. In addition, progress monitoring procedures give detailed information about and examples of appropriate data collection to document progress, or lack thereof, on IEP goals and objectives. In addition, appropriate progress monitoring resources and tools are provided to all teachers. School-based ECS Lead Teachers provide ongoing support and targeted assistance to teachers in their schools throughout the year, in conjunction with ECS Consultants. New teachers receive intensive training through New Teacher Induction and ongoing New Teacher professional learning opportunities in the fall (training on special education topics in general plus training for specialized methodologies that are appropriate for each teacher).          To monitor compliance with IEP requirements and data collection guidelines, ECS consultants choose one student from each teacher's caseload and review all IEP documents and progress monitoring data associated with that IEP. They use the IEP rubric to check paperwork and data collection and to provide feedback to the teacher. If all areas are compliant, then the teacher does not</p>
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IDEA Performance Goals:

	<p>have additional formal checks of compliance that year; if all areas are not compliant, then the ECS Consultant continues to work with the teacher to provide targeted assistance and to check IEP documents for compliance. ECS Lead Teachers participate in professional learning opportunities throughout the year, almost monthly. During these meetings, the ECS Director, Coordinators, and Consultants share compliance updates, provide needed training, and highlight evidence based and high leverage practices. In addition, information that is time-sensitive is shared with ECS Lead Teachers and will all special education teachers by email blasts throughout the year. This ongoing communication helps us to maintain compliant and appropriate practices.</p> <p>We also seek out best practices and provide resources and professional development opportunities to enhance the skills of our teachers. These activities are described in more detail in IDEA Performance Goal 1.</p> <p>Support staff are in place to build capacity in specially designed instruction targeting academics, behavior, social skills, emotional regulation, daily living skills, language development, and transition. Students who require related services receive educationally relevant therapies, sign language interpreting, assistive technology, transportation, adapted PE, and other supports to enable them to make progress on their IEP goals and objectives. By helping our staff to understand the unique needs of students with disabilities and equipping them to provide appropriate special education and related services, we ensure that all of our students with disabilities receive FAPE.</p> <p><u>Action Steps for 2021-22:</u></p> <ol style="list-style-type: none"> <li>1. To build capacity in the science of reading, <i>LETRS</i> Cohort 1 (elementary special education teachers, ECS ISTs, select SLPs, select secondary special education teachers) will complete year 2 <i>LETRS</i> training.</li> <li>2. To build capacity in the science of reading, <i>LETRS</i> Cohort 2 (new elementary special education teachers, remaining SLPs, additional secondary special education teachers, select school psychologists, ECS Consultants) will begin <i>LETRS</i> training (year 1 of 2).</li> <li>3. To expand their knowledge of evidence-based literacy practices, SPROUT Special Needs Preschool teachers will complete <i>LETRS for Young Children</i> training.</li> <li>4. To build capacity in the science of reading, ECS Support Staff will complete <i>LETRS</i> TOT credentials so they can be <i>LETRS</i> trainers within the district.</li> <li>5. Teachers in <i>LETRS</i> Cohorts 1 and 2 will improve implementation of scientifically-based reading instruction through <i>LETRS</i> Connections interactive professional learning sessions. Instructional Support Teachers will provide ongoing coaching and mentoring in these sessions throughout the year.</li> <li>6. To build capacity in the science of reading, infographics and resources will be posted on the ECS website and on the ECS Schoology page for district staff.</li> <li>7. ECS will continue to provide training in specialized methodologies and effective instructional practices for reading, writing, and math, including but not limited to <i>SPIRE</i>, <i>Language!</i>, <i>Language! LIVE</i>, <i>Read Well</i>, <i>REWARDS Reading</i>, <i>REWARDS Writing</i>, <i>Step Up to Writing</i>, <i>Writing Destinations</i>, <i>Lindamood Bell</i>, <i>Orton-Gillingham</i>, <i>vMath</i>, and <i>Connecting Math Concepts</i>.</li> </ol>
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IDEA Performance Goals:

	<p>Implementation will be supported and monitored through modeling, coaching, observations, feedback, and data collection.</p> <p>8. To increase social emotional engagement and UDL, the District will continue to partner with Emily Rubin in implementing the Social Emotional Engagement-Knowledge and Skills framework. The implementation will be renewed in existing schools and expanded to additional schools, as requested.</p> <p>9. To improve effective supports for students with more significant developmental needs, the District will continue to partner with Emily Rubin in implementing the SCERTS framework (social communication, emotional regulation, transactional supports). The District will develop a streamlined approach for the SCERTS assessment process, will develop SCERTS-based resources for transactional supports, will develop a SCERTS-based goal/objective bank, and will develop additional SCERTS professional learning and a timeline for implementation.</p> <p>10. To increase students' effective communication skills, teachers will build capacity with developmentally appropriate AAC for students who need these supports. The AT team will create in-person and online resources and will provide professional learning for IEP teams when a device is implemented or when the AT team provides consultations.</p> <p>11. To improve UDL, we will increase integration of AT and IT in Schoology and Google/Google Drive (Chrome Native Support, R &amp; W and Texthelp, Equatio and Math Supports, and Effective Use of Organizational Features).</p> <p>12. To build capacity with effective behavioral approaches, the Behavior Support Team will train teachers in Zones of Regulation, as appropriate. They will model and coach teachers to encourage effective implementation of proactive strategies.</p> <p>13. To increase parent engagement, parent learning opportunities and/or town hall meetings will be hosted at least quarterly throughout the 2021-22 school year, with a focus on topics related to special education processes, disability awareness, and effective transition planning. ECS Director will oversee these learning opportunities and will seek input and feedback from parents regarding these opportunities.</p> <p>By revising written procedures, providing professional learning, monitoring compliance, and building capacity for our staff to provide excellent special education services and supports, we are improving in the provision of a free and appropriate public education for every child with a disability.</p>
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<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</b>  How procedures and practices are implemented in your district to ensure</p>	<p><b>Goal 4: Improve compliance with state and federal laws and regulations</b>  <u>Description:</u>  The Exceptional Children's Services Practitioner's Manual, posted on the ECS Department Schoology site and updated at least annually, includes detailed written procedures for all aspects of special education services and supports in alignment with all GA Rules for Special Education.  Professional learning in legal compliance is a priority for the district. We</p>
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IDEA Performance Goals:

<p><b>overall compliance?</b>  <b>Include:</b>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 &amp; accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>provide annual compliance training and ongoing consultations and support so that our teachers and administrators understand our obligations to our students and parents. Every summer, administrators from all schools participate in Administrative Preplanning, which includes sessions for all principals and for assistant principals from each school who are assigned to work with special education. During preplanning each year, all staff members (general education and special education administrators, teachers, paraprofessionals, and other support staff) receive written reminders and updates regarding IDEA, which they must read and acknowledge. In addition, all teachers receive access to IEPs and IEP summaries for all of the students with disabilities in their classes. These summaries are a quick reference for teachers regarding student strengths, needs, goals/objectives, and student supports and accommodations. Also during preplanning, special education teachers follow guidelines provided by the ECS Department for checking student IEPs and verifying that appropriate services and supports are in place for each student and submit documentation to their ECS Lead Teacher. Professional learning is provided annually to all special education teachers on the IEP process. In 2021-22, compliance training will be provided through a webinar during preplanning with acknowledgement from all participants. Resources for compliance will be highlighted, including the IEP Compliance Rubric, which breaks down each section of the IEP and gives examples of compliance and noncompliance with specific areas for teachers to check. In addition, progress monitoring procedures give detailed information about and examples of appropriate data collection to document progress, or lack thereof, on IEP goals and objectives. In addition, appropriate progress monitoring resources and tools are provided to all teachers. School-based ECS Lead Teachers provide ongoing support and targeted assistance to teachers in their schools throughout the year, in conjunction with ECS Consultants. New teachers receive intensive training through New Teacher Induction and ongoing New Teacher professional learning opportunities in the fall (training on special education topics in general plus training for specialized methodologies that are appropriate for each teacher). To monitor compliance with IEP requirements and data collection guidelines, ECS consultants choose one student from each teacher's caseload and review all IEP documents and progress monitoring data associated with that IEP. They use the IEP rubric to check paperwork and data collection and to provide feedback to the teacher. If all areas are compliant, then the teacher does not have additional formal checks of compliance that year; if all areas are not compliant, then the ECS Consultant continues to work with the teacher to provide targeted assistance and to check IEP documents for compliance. ECS Lead Teachers participate in professional learning opportunities throughout the year, almost monthly. During these meetings, the ECS Director, Coordinators, and Consultants share compliance updates, provide needed training, and highlight evidence-based and high leverage practices. In addition, information that is time-sensitive is shared with ECS Lead Teachers and will all special education teachers by email blasts throughout the year. This ongoing communication helps us to maintain compliant and appropriate practices.</p>
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IDEA Performance Goals:

	<p>Because ECS Lead Teachers facilitate most eligibility meetings, they are provided ongoing training regarding compliance with eligibility rules. ECS Consultants and Coordinators attend many eligibility meetings with each of the ECS Lead Teachers throughout the year and monitor compliance by checking documents from eligibility meetings.</p> <p>The ECS Director participates in ongoing professional learning through the GADOE, GLRS (both Metro East/West and Metro South), and GCASE (Executive Board Member). These trainings include General Supervision meetings, Directors webinars, Collaborative Communities meetings, the Federal Programs Conference, Fall GCASE, GCASE Legal, and Metro Winter Legal. In addition, she receives and reads weekly email blasts from the State Director. Information from these learning opportunities is distributed to others in the district in a variety of ways. The Director shares information continually with the ECS Coordinators, and they attend most trainings together. On three Fridays per month, the Director and Coordinators meet with the Consultants to share information and ideas regarding specific issues occurring across the county. The ECS Support Teams (comprised of Consultant, Instructional Support Teacher, Behavior Support Teacher, AT Specialist assigned to a specific group of schools) also meet weekly to share updates and concerns and to utilize a problem solving approach. During these meetings, information from the Director is also shared. Once per month, the larger ECS Leadership Team meets for professional learning, team building, and information sharing. Also once per month, the entire ECS Department meets for a working lunch to discuss updates from across the district. The Director uses these regularly scheduled meetings to disseminate information, as appropriate. In addition, the Director maintains various email lists to send updates electronically to all special education teachers and various staff groups. The ECS Director is also a member of the Superintendent's Cabinet and meets regularly with this leadership body. Weekly email updates are sent from the Superintendent to all system administrators, and this email includes a section for updates from the ECS Director. The Director and Coordinators attend monthly Administrative Council Leadership Development meetings with all system level administrators and Principals. ECS administrators also attend monthly Principal meetings and monthly Student Achievement Department meetings. The ECS Director and Coordinators serve on most district level committees to represent students with disabilities and their teachers. These regular meetings allow for communication and dissemination of information, including information about legal compliance with IDEA and state special education rules.</p> <p>The ECS Department and the Psychological Services Departments work together to monitor timelines for evaluations. When a signed parental consent for evaluation is obtained, the school ECS Lead Teacher gathers appropriate information (as designated in our written procedures) and submits the referral information through a google form that goes to both the ECS Department and the Psychological Services Department. Records Secretaries in ECS check the referral for completeness and create a line for the student on the "incomplete records list," a database that includes elements that must be submitted for student record along with other information for the secretaries to check. Both</p>
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IDEA Performance Goals:

	<p>the google form for referrals and the incomplete records list are sorted by school, and information is shared monthly with the ECS Consultant for the school and the ECS Lead Teacher for the school so that ongoing monitoring of timelines can occur. In the Psychological Services Department secretaries also sort the google form for referrals and generate folders for each student referred. The folders are then given to the school psychologist assigned to the school. The Psychological Services Coordinator reviews timelines regularly and communicates with psychologists regularly to monitor timelines. ECS Lead Teachers at each school collaborate with school psychologists, ECS Consultants, and parents to schedule eligibility meetings in a timely manner in advance of the due dates. If a due date is missed, the ECS Director is notified, and she addresses the situation.</p> <p>ECS Lead Teachers also work with special education teachers to monitor compliance for IEP annual review and re-evaluation meetings. All special education teachers and SLPs must document important dates for students on their caseload at the beginning of the year. Our information system gives a reminder when annual review due dates are close. ECS Lead Teachers maintain lists of due dates for all students in the school. Special education teachers and SLPs work with their ECS Lead Teachers to schedule annual review and re-evaluation meetings throughout the year in advance of due dates. If a due date is missed, the ECS Director and Principal are notified so they can address the situation. In 2021-22, case managers will be required to complete an IEP Compliance Quick Check form for each IEP to document compliance prior to locking the document.</p> <p>Action Steps for 2021-22:</p> <ol style="list-style-type: none"> <li>1. Develop IDEA Compliance Webinar for all Exceptional Children's Services Staff. All staff will participate in webinar and submit responses to follow-up questions by July 30, 2021.</li> <li>2. Revise and Distribute IEP Review and Check Off form to all case managers to complete during preplanning, documenting important dates for all students on their caseloads. Forms will be completed by appropriate ECS staff by August 15, 2021.</li> <li>3. Distribute Case Manager Verification of Duties and Responsibilities Form for all case managers to complete during preplanning, documenting that case management responsibilities are completed during preplanning. Forms will be completed by appropriate ECS staff by August 15, 2021.</li> <li>4. Utilize the IEP Compliance Quick Check Form for each IEP completed during the year. The Case Manager will complete the form and submit it to the ECS Lead Teacher when each IEP is completed to ensure that compliance requirements are met.</li> <li>5. ECS Consultants will conduct IEP compliance checks throughout the year, 1 per case manager, utilizing the IEP Compliance Rubric. If an IEP is compliant, the case manager will not have further checks. If an IEP is not compliant, the ECS Consultant will coordinate targeted assistance to support the case manager and then conduct additional compliance checks.</li> <li>6. ECS Consultants will conduct compliance checks for eligibility reports with ECS Lead Teachers, 1 per Lead Teacher. If concerns are noted, the ECS Consultant will coordinate targeted assistance to support the ECS Lead</li> </ol>
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IDEA Performance Goals:

	<p>Teacher and then conduct additional compliance checks.</p> <p>7. ECS Director and Coordinators will review and revise, as needed, procedures and forms. For any revisions, Coordinators and Consultants will train appropriate staff.</p> <p>8. ECS Consultants and others, as appropriate, will participate in training on IEP Facilitation and Mediation to build their capacity in facilitating meetings effectively.</p> <p>9. Appropriate staff will continue to participate in training on legal compliance in order to implement legally appropriate practices and to continue training District staff.</p> <p>10. The AT Team will shift inventory to the Incident IQ system for more efficient control.</p> <p>11. The ECS Director and Coordinators will review and revise, as needed, the system for monitoring evaluation timelines to ensure compliance and efficiency.</p> <p>Through these activities, the district makes every effort to stay in compliance with state rules and federal regulations and laws and to monitor compliance regularly with internal controls.</p>
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## 4. REQUIRED QUESTIONS

### 4.6 Title IV Part A

#### Required Questions

#### Title IV, Part A – Activities and Programming

<p><b>Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement:</b></p> <ol style="list-style-type: none"> <li>1. In support of well-rounded educational opportunities, if applicable</li> <li>2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step</li> <li>3. In support of safe and healthy students, if applicable</li> <li>4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step</li> <li>5. In support of the effective use of technology, if applicable</li> <li>6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step</li> </ol>	<p>Title IV, Part A has supported well-rounded educational opportunities WR, safe and healthy school environment SH, and the effective use of technology ET through the following initiatives</p> <p><b>WR</b>LEXIA licenses to support closing achievement gaps, books and resources for students to support a well-rounded education, Restorative Practices and social-emotional resources and guidance to students, teachers, and school counselors.</p> <p><b>SH</b>Signs of Suicide and other related resources for district and community stakeholders, GLISI Leadership Training, Conscious Discipline resources, Habitude resources for school nurses, conferences to support SH for leaders</p> <p><b>ET</b>KSU Virtual Coaching to support the effective use of technology, teacher pedagogy and student learning, technology training for teachers and leaders, technology devices</p> <p>Shared decision-making and collaborative partnerships are also a strength. Federal Programs Connection Forums and Federal Programs Collaborative Sessions were hosted each semester which were inclusive of focus group sessions to discuss system progress and areas for continued focus. Forums were inclusive of the school and district administrators, teachers, students, parents, students, community, classified staff, and other support personnel. Parents also had the opportunity to provide insight regarding our program through our shared CLIP Google Folder March-May sent via Infinite Campus e-mail.</p> <p><b>●Well-Rounded Education</b></p> <p>Overarching Need #1/Goal #1/Action Step #2: Close achievement gaps and advance student achievement through evidence-based practices. (WR)</p> <p>Overarching Need #1/Goal #1/Action Step#7: Increase training opportunities and resources to support college-career readiness, talent development and advance learning for at-risk and under-served students. (WR)</p> <p>Overarching Need #2 / Goal #2 / Action Step #1 Build capacity among district, school staff, and parents to support at-risk student population such as those with Social – Emotional needs.</p> <p><b>Intended Outcome</b>Provide training and resources to support a well rounded education for students.</p> <p><b>●Safe and Healthy Environment</b></p> <p>Overarching Need #2/Goal #2/Action Step #1: Build capacity among district, school staff, and parents to support at-risk student populations such as ED, EL, SWD, Dyslexia, Migrant, Homeless, Trauma, Mental Health, and Foster Care. (SH)</p>
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Title IV, Part A – Activities and Programming

	<p>Overarching Need #2/ Goal #2/Action Step #2: Enhance prevention, transition, and monitoring initiatives and services to support student learning. (SH)</p> <p>Overarching Need #2/Goal #2/Action Step #2: Increase training and development opportunities among district, school staff, students, and parents to support digital accessibility, application, and citizenship. (SH)</p> <p>Overarching Need #2/Goal #2/Action Step #5: Increase training and development opportunities among school teams on how to establish and maintain an equitable school cultures and climate. (SH)</p> <p>Overarching Need #2/ Goal #2/Action Step #4: Bridge opportunity gaps among our district programs and initiatives to support equity and access for all. (SH)</p> <p>Intended Outcome Provide training and resources to administrators and staff on restorative practices and support of students experiencing trauma and mental health concerns Signs of Suicide, SWIS, MTSS and creating a climate and culture that promotes equity and access for all</p> <p><b>●Effective Use of Technology</b></p> <p>Overarching Need #1/Goal #1/Action Step #4: Build data literacy and support the effective use of technology among students, staff and parents. (ET)</p> <p>Overarching Need #1/Goal #1/Action Step #6: Develop technical skills and virtual teaching and learning strategies for teachers, students and parents. (ET)</p> <p><b>Intended Outcome</b>/bProvide training to administrators, staff, and parents on the use of digital learning. Provide technology resources to students and staff. Provide</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will const any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	Fayette County Public Schools hosts Federal Programs Collaborative Sessions quarterly and Federal Programs Connection Forums twice per year (once per semester) to collaborate with the Planning Committee and additional stakeholders and community partnerships regarding the implementation, monitoring, and evaluation of our CLIP. Additional collaboration and feedback forums include surveys, e-mails, professional learning, and department meetings.
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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><b>Equity Gap 1</b> 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>EI-7 (Provide equitable access to student support programs and interventions)-Intervention Effective-Maintain Activities/Strategies Intervention Effective-Maintain Activities/Strategies</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>EI-7 (Provide equitable access to student support programs and interventions)-Intervention Effective-Maintain Activities/Strategies Our district's LEA Equity Plan addressed providing equitable access to student support programs and intervention. We provided supplemental personnel to support evidence-based interventions and programs with students. We also provided professional learning and resources to teachers and leaders to support effective interventions for at-risk students and effective teaching, learning, grading, and assessment practices. Title II provides Instructional Support Teachers to support teachers and leaders in math and literacy. The Director of Federal Programs led an Equity Task Force to support in placing equity at the forefront of our leadership and services. The Equity Task Force developed an Equity Guidance document inclusive of an aligned definition of equity (National School Board Association), tips, equity action steps (aligned with the district's Strategic Plan) and resources. The recommended next steps from the Equity Guidance is for the district to develop an Equity Policy and Equity Resolution approved by the Board of Education to drive and align the equity work.</p>

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

<p><b>Equity Gap 2</b> 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>E1-9 (Evaluate and Monitor the Working Environment in Support of a Positive School Climate)-Intervention Effective-Maintain Activities/Strategies</p> <p>Intervention Effective- Maintain Activities/Strategies</p>
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<p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>E1-9 (Evaluate and Monitor the Working Environment in Support of a Positive School Climate)-Intervention Effective-Maintain Activities/Strategies</p> <p>Our district's LEA Equity Plan addressed promoting a positive and equitable climate and culture in schools for students. Equity Although our most recent data reflects an overall decrease in behavior events for elementary school, middle school, and high school, we are still experiencing an increase in ISS and OSS for SWD and minority students. The district continued the focus on effective MTSS practices in all schools and increase the number of teachers and leaders who attend RESA cultural proficiency training.</p> <p>We have also provided training and resources to teachers and leaders to support Conscious Discipline, Positive Behavior Intervention Supports, and Response to Intervention. We will continue building capacity among students, staff, and parent to support positive school climate.</p> <p>The Director of Federal Programs led an Equity Task Force to support in placing equity at the forefront of our leadership and services. The Equity Task Force developed an Equity Guidance document inclusive of an aligned definition of equity (National School Board Association), tips, equity action steps (aligned with the district's Strategic Plan) and resources. The recommended next steps from the Equity Guidance is for the district to develop an Equity Policy and Equity Resolution approved by the Board of Education to drive and align the equity work.</p>
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## 4. REQUIRED QUESTIONS

### 4.8 Overarching Needs for Private Schools

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

Title I, Part A	No Participating Private Schools-- The district did not serve private schools under Title I, Part A.
Title II, Part A	The district served 3 private schools under Title II, Part A equitable services. The grant funded professional learning training and resources (books, supplies) for teachers and leaders in support of the Continuous Improvement Process.
Title III, Part A	No Participating Private Schools--The district did not serve private schools under Title III, Part A.
Title IV, Part A	The district served 2 private schools under Title II, Part A equitable services. The grant funded student resources (books, supplies) and technology supplies and devices, in support of the Continuous Improvement Process.
Title IV, Part B	No Participating Private Schools-- The district did not serve private schools under Title IV, Part B.
Title I, Part C	No Participating Private Schools-- The district did not serve private schools under Title I, Part C.
IDEA 611 and 619	No Participating Private Schools-Although we do not officially serve private schools through IDEA 611 and 619, we serve students through private services plans and also provide professional learning regarding specialized instruction to private school teachers. We also provide assistive technology devices to students with disabilities.