



District Improvement Plan 2021 - 2022



Irwin County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Irwin County
Team Lead	Jessica Sirmans

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

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improving Lexile scores
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	<ul style="list-style-type: none"> -Lack of specialized instruction at all tiers -Lack of effective PLCs in reading instruction -Lack of systematic ELA scope and sequence -Lack of reading/writing across the curriculum -Lack of professional development opportunities for all teachers in the are of reading instruction -Need to have consistent literacy block practices and procedures district-wide -Inconsistent use of assessment to determine and help in the improvement of Lexile levels
Goal	The Irwin County School District will increase the percentage of students reading on grade level by the end of FY22 by 2%.

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
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	Scope and sequences and pacing guides that align with state curriculum will be implemented in ELA classrooms.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Reviewing pacing guides, curriculum documents, lesson plans, and PLC sign-in sheets
Method for Monitoring Effectiveness	TKES evaluations, student achievement data, and observations
Position/Role Responsible	ELA Teachers Administrators Curriculum Director Reading Specialist Instructional Coach RESA Staff
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

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)?	
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Action Step # 2

Action Step	PLCs will continue to analyze data from common formative assessments to adjust to students' needs. Provide professional development for teachers and leaders.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC documentation, TKES Walk-throughs and evaluations, assessment scores, PD calendar and agendas
Method for Monitoring Effectiveness	Continuous monitoring of PLCs and implementation of standards; documentation of instructional response to data; benchmarks and walkthroughs and observations
Position/Role Responsible	ELA Teachers Administrators Curriculum Director Reading Specialist Instructional Coach RESA Staff

Action Step # 2

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

Action Step	Determine the reading level of each student by locally approved universal screener.
Funding Sources	Title I, 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

Action Step # 3

Method for Monitoring Implementation	Testing reports, progress monitoring, universal screeners
Method for Monitoring Effectiveness	Universal screeners, student portfolios, student progress, data analysis
Position/Role Responsible	ELA Teachers Administrators Curriculum Director Reading Specialist Instructional Coach RTI Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

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

Action Step # 4

Action Step	Provide additional tutoring and interventions in reading before, during, and after school.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets, planning notes, timesheets and logs
Method for Monitoring Effectiveness	Student progress
Position/Role Responsible	Administrators ELA Teachers Tutors/Interventionists Title I Director
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

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

Action Step	Professional development/PLCs on understanding the components of a balanced literacy plan. (Continue the Balanced Literacy initiative with a focus on guided reading small group instruction. Professional Learning for K-8 teachers and instructional coaches on Guided Reading Implementation and use of Leveled Readers from RESA and outside providers. Purchase Leveled Readers for grades K-8 students and guided reading implementation guides for teachers. Job embedded coaching and professional development on guided reading implementation from instructional coaches.)
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PLC documentation, TKES walk-throughs and evaluations
Method for Monitoring Effectiveness	PLC documentation and local data analysis, TKES walk-throughs and evaluations
Position/Role Responsible	ELA Teachers Administrators Curriculum Director Reading Specialist RESA Staff
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Action Step # 5

Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Continuation of District Wide Literacy Initiative (will require some PD, registration fees and travel reimbursements). Title IIA will provide professional development for literacy initiatives/programs.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets, agendas, development and refinement of district literacy plan, PLC documentation, lesson plans
Method for Monitoring Effectiveness	Lesson plans, PLC documentation, student progress, TKES evaluations
Position/Role Responsible	District Administrative Team, RESA Staff, ELA Teachers, Administrators, Reading Specialist
Evidence Based Indicator	Strong

Action Step # 6

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Partner with public library on some events
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Action Step # 7

Action Step	RTI will be used to develop literacy skills through differentiated opportunities.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	RTI records, student portfolios
Method for Monitoring Effectiveness	Student portfolios, improved assessment/benchmark scores
Position/Role Responsible	District and School Administrators RTI Coordinator Teachers
Evidence Based Indicator	Strong

Action Step # 7

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

Action Step	Learning progress will be communicated to parents and students.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Student work and progress will be shared with parents, communication logs, sign-in sheets
Method for Monitoring Effectiveness	Parent surveys, meeting feedback
Position/Role Responsible	District and School Administrators Parent Engagement Coordinator Teachers
Evidence Based Indicator	Strong

Action Step # 8

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

Action Step	Lexile advisement for students to set goals to increase Lexile scores (supplies may be needed--student portfolios).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Meeting notes, student portfolios
Method for Monitoring Effectiveness	Increased Lexile scores
Position/Role Responsible	Administrators RTI Coordinator Counselors Instructional Coach Teachers

Action Step # 9

Evidence Based Indicator	Strong
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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)?	
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Action Step # 10

Action Step	Ensuring standards based classrooms.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	District Walk-throughs, lesson plans, observations and evaluations
Method for Monitoring Effectiveness	Increased assessment scores and student achievement

Action Step # 10

Position/Role Responsible	Administrators Curriculum Director Instructional Coach
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

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

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Effective instruction for all students
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	<ul style="list-style-type: none"> -Lack of specialized instruction at all tiers -Need consistent curriculum implementation and development -Need job-embedded training to address the cultural dynamics within the school system -Need to consistently evaluate teachers and programs in the school system -Lack of engaging and rigorous instruction in all content areas -Lack of content specific PLCs across the district
Goal	By the end of the 2021-2022, all schools will increase in their CCRPI scores on the ELA, Math, Science and Social Studies performance indicator by 2 points.

Equity Gap

Equity Gap	TAPS Distribution
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority

Equity Gap

Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions
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Action Step # 1

Action Step	Teachers will engage in professional learning which will focus on the implementation of innovative teaching strategies that emphasize enjoyable and relevant educational experiences; and educate students in a stimulating and engaging environment. Title IIA will provide teacher mentors.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Observations, reviews of TKES walk-throughs, sign-in sheets, mentor/mentee documentation and logs, lesson plans
Method for Monitoring Effectiveness	Lesson plans, observations, walk-throughs, student progress, mentor/mentee documentation and logs
Position/Role Responsible	Administrators Curriculum Director Instructional Coach RESA Staff
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly
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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)?	
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Action Step # 2

Action Step	Teachers will participate in PLCs to create student-centered, academic environments in which teaching and learning occur at high levels and students are self-directed learners. PLCs will be used for creating common assessments and analyzing data.
Funding Sources	Title I, 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	PLC documentation, TKES walk-throughs and evaluations, lesson plans
Method for Monitoring Effectiveness	PLC documentation, lesson plans, student progress, TKES evaluations
Position/Role Responsible	Administrators Curriculum Director Instructional Coach RESA Staff
Evidence Based Indicator	Strong

Action Step # 2

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

Action Step	Create a clear process to ensure that effective instruction is occurring at each tier
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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Written practices and procedures, system RTI team to develop and refine RTI process, communication with parents
Method for Monitoring Effectiveness	Curriculum documents, lesson plans, student progress
Position/Role Responsible	Administrators Title I Director RTI Coordinator

Action Step # 3

Position/Role Responsible	Instructional Coach Curriculum Director
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

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

Action Step	Partner with other small districts in our RESA in order to form PLCs and provide professional development, which will share common assessments and assessment uses. (travel reimbursement)
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Teacher feedback, TKES walk-throughs and evaluations, data analysis
Method for Monitoring Effectiveness	Curriculum documents, student progress, TKES evaluations
Position/Role Responsible	Administrators Curriculum Director Instructional Coach
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)?	
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Action Step # 5

Action Step # 5

Action Step	Ensuring standards based classrooms.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	District walk-throughs, lesson plans, observations and evaluations
Method for Monitoring Effectiveness	Increased assessment scores and student achievement
Position/Role Responsible	Administrators Curriculum Director Instructional Coach
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

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

Action Step	Utilize instructional coaches and instructional technology coach, and interventionists to provide support for teachers in core areas (math, science, reading, social studies). Provide math instructional coach. Continue to utilize instructional coaches, teacher leaders, and outside providers at all schools to provide job embedded professional development, including mentoring of new teachers, in house and offsite professional learning sessions during the school year and summer to all teachers, school and district leaders, and instructional coaches in effective PLC implementation and monitoring, use of evidence based strategies to engage students and increase student achievement in all subject areas, and to effectively address learning needs of all students.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Documentation from instructional coach meetings, walkthroughs, Professional development calendar, agendas/sign-ins
Method for Monitoring Effectiveness	Common summative assessments, EOGs, EOCs, other student data
Position/Role Responsible	Administrators Instructional Coaches IT Coach Interventionists
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Action Step # 6

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

4.1 Stakeholders, Serving Children, PQ

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>Georgia's Systems of Continuous Improvement provided counties with a framework that insures all stakeholders are engaged in the improvement process. A combination of required team members and additional stakeholders contributed perspective regarding how best to improve the districts processes. The combination of face to face meetings, electronic communication and social media was used to gather input into the continuous improvement process. Reviewing our annual needs assessment allows us to determine the needs of Irwin County students and staff. This plan is used as a guide for the district's overarching focus and initiatives.</p> <p>Once needs are identified, general and federal funds are used in a variety of ways. Title I, Title II, and Title V funds are used in coordination with local, state, federal, and competitive grant funds to meet these needs. Title IV funds are transferred into Title I. Irwin County is part of the FY22 ABAC Consortium for Title I, Part C funds.</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<p>In order to ensure that low-income and minority children are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, we strive to make certain that all of our teachers are highly qualified. New and novice teachers are supported through the mentor program and new teacher induction. Professional learning communities are provided in order for teachers to work collaboratively to improve teaching skills and the academic performance of students. Also, school administrators will review master schedules and individual student schedules to ensure that students are not be served at a high rate by ineffective, out-of-field, or inexperienced teachers with a special focus on low-income and minority students. The district will continue to monitor the hiring process to make sure all new hires meet professional qualifications and are assigned to in-field duties. Class rosters will be reviewed to ensure that low-income and minority students are not placed in classrooms of ineffective or inexperienced teachers at disproportionate rates.</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include: how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy; how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded; how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time); how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes.</p>	<p>Professional growth goals and plans will be used to document strengths, weaknesses, and action steps to build the capacity of administrators, teachers, and paraprofessionals in Irwin County. Mentors and our instructional coach will assist with professional growth plans for new teachers by offering guidance, support, and constant feedback for continued improvements. Principals will monitor plans on a quarterly basis to ensure they have the right staff member in the most beneficial position to affect student achievement.</p> <p>Irwin County will participate in job-embedded professional development at the site and district levels. The capacity of leaders will continue to be developed throughout the 2021-2022 school year. We encourage quality professional learning in order to learn the information that the district needs to carry out our mission and vision and to do the very best for the students and staff in Irwin County.</p> <p>Principals will continue to work closely with federal program directors/coordinators, chief financial director, curriculum director, special education director, etc. for budget planning which allows them the opportunity to become familiar with central office responsibilities. The Irwin County School System will continue to offer leaders effective professional growth in order to prepare leaders to be ready to advance to a higher position if a vacancy occurs.</p>
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PQ – Intent to Waive Certification

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

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> 1. for all teachers (except Special Education service areas in alignment with the student’s IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Irwin County waives certification for all teachers except for special education services.</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>Clearance Certificate</p>
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State and Federally Identified Schools

State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>At this times Irwin County does not have any state and federally identified schools needing support. If a school is identified in the future, the district will prioritize funds based on 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>Irwin County Middle and High Schools will maintain a robust CTAE program that consists of instructional strategies that provide learning opportunities that develop realistic skills needed in career and technical areas. Career building activities, such as job shadowing and career day activities allowing students the ability to better understand the needs in such areas will also be provided. Irwin County High School will maintain a highly effective work-based learning program which allows students to work in career and technical areas while earning credits toward graduation. Students at Irwin County Elementary School will be introduced to Ag classes in grades 1-5. ICES students also learn about various careers through day-to-day lessons in the classroom.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>To ensure Irwin County provides equitable access to support programs and interventions teachers and administrators will participate in upcoming workshops provided by local RESA addressing the most effective interventions, strategies and techniques which support economically disadvantaged students. Our PLC's will also focus strongly on providing support to our economically disadvantaged students in an effort to decrease the amount of days economically disadvantaged students are placed in ISS.</p> <p>Teachers and administrators will continue to participate in workshops, book studies, etc. which address the most effective behavior interventions, strategies, and techniques that work with the behaviorally challenged students.</p> <p>A community mentoring program is currently being created in order to provide economically disadvantaged students with role models and support as needed. This will be an on-going process throughout the school year. Our</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	assistant superintendent is working diligently on this endeavor. He is currently reaching out to numerous organizations within Irwin County to gain community involvement in this program.
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4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Instructional Program

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>Transition from middle school to high school:</p> <p>To transition students from middle school to the high school, students complete the required BRIDGE law activities that includes an individual conversation with the middle school counselor to map out an Individual Graduation Plan (IGP). Parents are invited to make appointments with the middle school counselor, and/or middle school teachers (particularly sped) to discuss transition to the high school. In February of each year the high school counselors visit the middle schools to talk with up and coming freshman to inform them Dual Enrollment and what to expect at the high school level. Dual Enrollment sessions are also offered in high school to explain procedures to parents and to make sure they have all the information they need on how to apply. The counselors give information on required courses, available CTAE pathways and electives choices that are available to the students. The counselors explain how students' courses and credits accumulate and how to calculate their grade point average (GPA). The counselors explain the importance of the students' high school path and how it can affect the colleges they are accepted into and ultimately the job they get in the work force. There is also an athletic coach that comes and talks to the students about requirements for playing team sports and the important of good grades to maintain their position on a team and even the possibility of going on to play at a college or university. At the meeting, high school counselors also stress the importance of positive social interactions and the fact that students will have more personal and academic responsibility as a freshman. Counselors meet with the parents of the upcoming 9th grade students to make sure they understand the rigors of high school academics and explain that high school expectations are more intense than they were in middle school.</p> <p>Our SWDs will participate in the above protocols but will additionally participate in a transition assessment and questionnaire to inform the creation of the student's IEP transition plan outlining their desired post-secondary outcome. The special education case manager will meet with parents, teachers, and other stakeholders involved in the student's Individualized Education Plan to discuss upcoming high school schedules, extra curricular activities, and possible pathways based on the student's inventory. Educators, parents, students, and community partners will then continue working on the transition plan throughout the student's high school years in order to garner post-secondary ideals and goals that best fit the student's needs and aspirations.</p> <p>High school to Post-secondary education:</p>
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Middle and High School Transition Plans

	<p>We believe it is critical for high school staff to reach out to the post-secondary institution to schedule visiting day. The goal is to convince students that higher education is this amazing and wonderful world full of learning and adventure. The goal is to build up the idea of college or vocational school so that students are motivated to do whatever it takes to get there. High school counselors explain to students that it is becoming increasingly harder to earn a living with just a high school diploma. SWDs participate in all functions for post-secondary education as do their general education peers. Ongoing monitoring and targeting of the student's IEP transition plan will continue to aid the student in advocating for their needs, familiarizing them with available resources for support, and educational opportunities beyond high school should the SWD decide to pursue post-secondary goals. The high school coordinates with different colleges for various events so that students have an opportunity to learn more about colleges and universities. College representatives are invited to set up a table during lunch a few times a year. Colleges are also invited to attend parent nights, which occurs three times a year, and junior's night. Once a year the juniors and seniors are taken to a probe fair to learn about various colleges. We usually have a College Day in which educators wear their college apparel to school. This serves as a model and heightens college awareness for students. Students are also offered an early college admission day. This is a day in which community members and college admission officers come to ICHS to help students apply to college. On these days admission fees are often waived.</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>Irwin County School System works closely with our local Head Start program, housed within the system's educational center, and our Babies Can't Wait liaison to ensure a smooth transition to and from preschool. Our system's Pre-K is housed in our elementary school where students are familiarized with transition around the school and the personnel within. Many of our Pre-K students transition into Irwin County Indians and enroll in our elementary school upon "graduation" from Pre-K. District and school staff work tirelessly to ensure Child Find is in place, so the system reaches all eligible students for transition to enrollment each year.</p>
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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>All schools in Irwin County are Title I schoolwide programs.</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>All three Irwin County Schools are Title I schoolwide schools. The district does not have any Targeted Assistance Schools nor schools for children living in local institutions for neglected and delinquent children.</p> <p>Irwin County Elementary serves students in Pre-K to grade 5. Students receive academic instruction based on the Georgia Standards of Excellence in English Language Arts, Math, Science, and Social Studies. Students receive a minimum of 300 minutes of academic instruction each day. All students, except for Pre-K, also receive instruction in physical education and health. Students are sometimes placed in special programs that facilitate proper instructional differentiation to meet the needs of individual students. Some of those programs are: gifted, Early Intervention Program (EIP), special education, English to Speakers of Other Languages (ESOL) and RTI interventions.</p> <p>Irwin County Middle School serves students in grades 6-8. Students are placed on academic teams and the teachers have common planning time with other team members. Students receive academic instruction based on the Georgia Standards of Excellence in English Language Arts, Math, Science, and Social Studies. Students receive a minimum of 330 minutes of academic instruction each day. Instruction beyond the academic classes that is designed to integrate and apply the skills and concepts taught in the academic classes is offered through Connections or exploratory classes such as physical education, band, family and consumer sciences, art, technology, and computer sciences. Students are sometimes placed in special programs that facilitate proper instructional differentiation to meet the needs of individual students. Some of those programs are: gifted, Remedial Education Program (REP), special education, English to Speakers of Other Languages (ESOL) and RTI interventions.</p> <p>Irwin County High School serves students in grades 9-12. The instructional day is blended for students. Some schedules are based on a 4x4 block schedule, which means that students take four 1.5 hour courses each semester. Other schedules are a blend between block and period. Each student has the opportunity to earn 8 Carnegie units per year. Students receive academic</p>
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Title I, Part A – Instructional Programs

	<p>instruction based on the Georgia Standards of Excellence in English Language Arts, Math, Science, and Social Studies. Students also have opportunities to participate in a robust career, technical, agricultural education (CTAE) programs, physical education, band, and foreign languages. Students are sometimes placed in special programs that facilitate proper instructional differentiation to meet the needs of individual students. Some of those programs are: gifted, Remedial Education Program (REP), special education, English to Speakers of Other Languages (ESOL) and RTI interventions and Dual Enrollment. Students receive a minimum of 330 minutes of instruction each day.</p>
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;the timely transfer of pertinent school records, including information on health, when children move from one school to another; andhow the district will use the Migrant Student Information Exchange (MSIX).</p>	<p>Irwin County is part of the FY22 ABAC Consortium for Title I, Part C funds.</p> <p>The use of the Title I, Part C Occupational Survey:</p> <p>As new students are enrolled, registrars have the parent or guardian complete two forms – a student information form that includes the home language survey and the family information sheet and an occupational survey questionnaire provided by the DOE. The Occupational Survey is part of the back-to-school registration packet and is reviewed annually by the Title I Director to ensure that the most current form is being used. All Migrant Occupational surveys are forwarded to the Title I Director. The Title I Director, being with the Consortium for 20-21, will securely send the Occupational Surveys to the corresponding regional MEP office. The state recruiters and ABAC staff will coordinate the follow up. The school system then works with the MEP office on interviewing for eligibility for the migrant program. School registrars have received training on identification of ELL and migrant students and procedures are in place for the notification of appropriate personnel when potentially program eligible students enroll. Irwin County Schools will identify and recruit eligible families and youth moving into or currently residing in the county. The district follows ID & R procedures for recruiting in the community.</p> <p>The timely transfer of pertinent school records, including information on health, when children move from one school to another:</p> <p>School registrars and the FTE/SIS coordinator worked together to develop and evaluate procedures for handling school records in an appropriate and efficient manner. This includes processing records requests for incoming students as well as handling records requests from schools receiving withdrawn students. School registrars are directed to process records requests within and no later than three days after a student has enrolled or a request has been received from another system. Once a request for records has been received from another school system, the registrar also notifies the system FTE coordinator at the central office to allow for claiming of the student ID number if the student is from another Georgia school system. The system FTE coordinator verifies monthly Migrant Current Enrollment Reports and updates system student information with eligibility.</p> <p>How the district will use the Migrant Student Information Exchange (MSIX):</p> <p>The Migrant Student Information Exchange (MSIX) is also used to facilitate</p>
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Title I, Part C – Migrant Intrastate and Interstate Coordination

	interstate and intrastate exchange of information and coordination of services for migratory children. All MSSP have been trained how to enter and retrieve information from the system. This is used as another tool for evaluating and serving students appropriately.
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.)</p> <p>2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)</p>	<p>Irwin County is part of the FY22 ABAC Consortium for Title I, Part C funds. Based on CNA and local data results, the district will consider the migrant participants' academic and non-academic needs and actively coordinate with the ABAC MEP fiscal agent to plan for and meet those needs for all participants, including OS/DO, preschool and K-12. Supplemental support services and outreach activities for migratory preschool children, out of school youth and their families are provided when students are identified in collaboration with the MEP office.</p> <p>Preschool children- after a family is recruited and there are preschool aged students;</p> <ul style="list-style-type: none"> ● We make a home visit and test the child to identify their specific needs (e.g. language acquisition, and number, letters, shape, color recognition) based on that we prepare activities to better academically assist them. ● We have also offered hearing and vision screening thanks to our School Nurse coordinator, free of charge to students and parents. If the child needs further testing and is referred to a doctor, we help with translation services for the parent to set up the appointments (if translation is needed). ● When the preschool children reach the age (4 years old) to enter Pre-k, we assist the parents with school enrollment paperwork and obtain necessary documentation, like vaccination records from health department. ● Families are invited to local P.A.C meeting. We take advantage of this by inviting special guests to share at home reading tips for preschool elementary age children. <p>Dropouts- in this case dropouts are encouraged and handed information like GED classes, ESL learning materials, any information to further education.</p> <ul style="list-style-type: none"> ● Appointments to follow up their academic goals etc. are scheduled with the dropouts at the times and dates that work with their working schedule. ● Out of School Youth- once recruited, OSY are handed an English book level 1 provided by the Migrant Ed Program and a pamphlet with the program's information, along with our contact information. ● Once they qualify a Health Kit Backpack is provided along with a guide to prevent the risks of pesticides. ● An OSY Profile is filled out on the second visit after being recruited, the
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Title I, Part C – Migrant Supplemental Support Services

	<p>form helps determine what specific necessities the OSY is in need of. For example, the majority of the time OSY ask for material to learn or improve the English language.</p> <ul style="list-style-type: none"> ● Health lessons are also provided only when there is adequate time to teach, the OSY that come to our area sometimes only stay between 1-2 weeks. ● OSY are also invited to our local PAC meetings, they are provided with a meal, and take part of listening to our speakers, whether its nutrition or pesticides information.
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: Description of your district's procedures Specific professional learning activities Plan to monitor implementation with fidelity</p>	<p>ICSS will work diligently to continue improving the graduation rate for SWDs. The graduation rate for FY20 was just below the LEA target (78.93%) at 76.92% but exceeded the state target (62.27%). At this time Irwin County has a very low dropout rate amongst our SWD population at 1.25% with the state target below 5.40%. Students will have available times before school and after school each day to sign up for tutoring and remediation with highly qualified teachers and/or special education teachers. Advisement sessions with assigned guidance counselors will also be set up for each student throughout the year in order to stay on the right path for graduation and seeking post-secondary goal guidance. Advisement sessions and transition plan discussions are held multiple times throughout the school year to ensure that any change in a student's path toward graduation and post-secondary goals is updated and planned for accordingly. Careful notes will be kept for each session of guidance and attendance for tutoring/remediation to ensure student monitoring and tracking toward graduation.</p> <p>During the upcoming year, teachers and students will work using Edgenuity as a means of credit recovery, remediation, and academic support. This will offer an alternative to in-person instruction for medically fragile students or if the need arises otherwise in an effort to allow students under hardship to continue their high school education without interruption. Edgenuity will offer a standards-based platform for academic instruction to ensure differentiated learning for students with disabilities and general education students. Additionally, Irwin County will continue moving forward with the "Team Irwin Cares" approach which provides students and families with staff support and community partnerships to aid in educational completion. At-risk students are set up with a caring adult mentor on campus or in the community as a means of adding one more person of success to their team in an effort to provide tools and resources for post-graduation. The approach is simply the idea that a student's educational success takes a team and Irwin has a team to support each student to move on to bigger and better things. C.A.R.E.S. encompasses the ideals of commitment, accountability, respect, expectations, and support to all stakeholders in each student's educational experience in an effort to move toward and through the ultimate goal of graduation and continuing education.</p> <p>In addition to these supports, Irwin county will offer summer school, Saturday school opportunities (non-punitive) and virtual support for all academic and pathway classes to ensure academic success (i.e. Google Classroom, Google Meet, Edgenuity). Through PBIS and other incentive programs, monthly positive incentives and rewards will be provided to students who showcase</p>
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IDEA Performance Goals:

	<p>academic prowess/performance and academic achievement. SWDs will continue participation in the High School High Tech and Vocational Rehabilitation services in order to acquire self-advocacy and post-secondary/life skills for daily living after graduation. Our system has two coordinators, one for HSHT and one for Voc Rehab, that work closely with our SWD population. Approximately 34 students participate in High School High Tech and 41 participate in Vocational Rehabilitation services. Through these programs, monthly meetings and a summer camp are held to explore work readiness, post-secondary education, self-advocacy, and literacy. Related to these programs and transition to post-secondary life, the ICSS post-secondary outcomes met in the area where students are enrolled in higher education or competitively employed with one year of graduation at a rate of 75% (state target- 54%). One of the areas of improvement being targeted with the HSHT and Vocational Rehab are enrolled in higher education (LEA: 12.5%; State: 27/40%) and enrolled in higher education or in some other training program (LEA: 75%; State: 80.10%). Our transition coordinators that handle post-secondary programs will continue exposing high school special needs students to programs, jobs, and other services to aid in post-secondary success. Additionally, we have a population of SWDs enrolled in the SB2 program to support vocational training while in high school to learn a trade for transition into post-secondary goals.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include: LEA procedures Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>Irwin County Schools has 4 Bright from the Start PK classrooms. Additionally, there is one Special [BT1] Education SDD early intervention classroom for PK age SWDs. The system's PK is housed in our elementary school where students are familiarized with protocols and procedures within the elementary setting for an easier transition following PK. ICSS also works closely with the local Head Start program, also in Ocilla, and our Babies' Can't Wait liaison to ensure timely referrals, placement, and services of other children with disabilities that may not be enrolled in our system but qualify for assessment and placement for additional services and supports through the Special Education program. Additionally, ICSS publishes Child Find information in the local newspaper, social media/online outlets, and in pamphlets placed at local businesses and the local DFACS office. This aids in the identification and providing of services for students with disabilities living in our county but whom may not be enrolled in our schools. The special education director receives BCW referral information and ensures timely scheduling and completion of the transition meeting and pending evaluations for potential eligibility and services through Irwin County Schools. The involvement of our parent resources team also aids in parent/student tours and parent involvement for all students in our school system headed up by the Parent Engagement Coordinator that was once the SDD PK teacher. Her familiarization with the program aids in a smooth transition between BCW/Headstart and IC Pre-Kindergarten. Additionally, there are parent involvement sessions at the start of each school year in addition to the typical Open House where parents learn about the processes,</p>
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IDEA Performance Goals:

	<p>expectations, daily routines, and are able to ask questions of building and system level administration in place to also transition our youngest students and families appropriately.</p> <p>Irwin County also works to ensure a seamless transition to on-site or virtual interventions for qualified Head Start students and families including those students with significant developmental delays or other needs associated with special education supports and services. Services outlined for parents are: SDD separate class environment for identified students; HHB services (as necessary); Virtual services; and teachers aids in each of our PK classes. Students not found eligible for special education are referred to the RTI program to begin early interventions in an effort to thwart a lack of academic success later. Currently, Irwin County serves three SDD prekindergarten students and nine students in our BCW transition program for three and four year old children. Our three prekindergarten SWDs have had a new opportunity this year to work in a very small group for a segment per day in order to more closely align instruction to instructional gaps and IEP goals as well as develop positive social-emotional skills and acquisition and use of knowledge/skills. This year, our prekindergarten SDD teacher has seen tremendous growth in the basic reading knowledge and foundational skills with the three students served in the smaller group as well as the BCW students in the SDD environment.</p> <p>The PreSchool Outcomes data from FY20 indicates a deficit in positive social-emotional skills with an LEA rate of 50% (State target- 62%) for summary state 2. Irwin County met the state target of 72% with regard to use of appropriate behaviors to meet student needs at a rate of 100%. We will be using MetaPlay and PBIS initiatives in the classroom to support positive academic and social-emotional growth. We will add the ABA training for teachers and students to the TeachTown licensing in the coming year to improve the social-emotional targets for our students.</p> <p>PK teachers will continue participating in Professional Learning to continue improving their craft. Teachers will participate face-to-face and virtually in classroom management, instructional, and supporting the needs of students with disabilities professional development. The MTSS coordinator will also assist in providing resources and support to ensure implementation of the PBIS program at the PK level and within the parameters set by Bright from the Start. Teachers and students will be monitored throughout the year to ensure that progress monitoring is happening with fidelity. Administrators will monitor this by conducting walkthrough observations and feedback to all teachers on a consistent basis. These walkthroughs will serve as insurance that Bright from the Start standards are being addressed and students are being challenged in an effort to adequately and effectively prepare them for enrollment in kindergarten.</p>
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IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include: How teachers are trained on IEP/eligibility procedures and instructional practices How LRE is ensured The continuum of service options for all SWDs How IEP accommodations/modifications are shared with teachers who are working with SWDs Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>Irwin County's superintendent is moving into his seasoned tenure at the helm of Irwin County Schools and continues to encourage use of Professional Learning Communities within each school, Response to Intervention practices, effective Tier I instruction, and quality teaching and assessment practices for all students, including our SWD population. The FY22 focus will have an emphasis on effective tier I instruction in Reading/ELA and Mathematics. Over the last 4 years, we have developed and implemented a cohesive RTI process to ensure fidelity of progress monitoring and movement of students through the tiers of RTI which could lead to referral and evaluation for special education eligibility and services.</p> <p>Irwin County Schools will continue to increase the number of students whom are receiving instruction in the general education setting while still receiving their necessary supports and services through accommodations, modification, and behavior supports. Special Education teachers are also involved in data discussions about students during PLCs in order to be able to aid in planning, assessment, and delivery of standards-based instruction at all grade levels and content areas. This participation in PLCs will also aid special education teachers in planning for accommodations/modifications delivered in the student's Least Restrictive Environment (LRE) and Separate Class settings. Special Education teachers will also participate in ongoing PLCs discussing co-teaching strategies and differentiated instruction to ensure SWDs are more proficient in each content area. We will continue to utilize new Reading/ELA and Mathematics instructional coaches and support teachers to work on effective instructional delivery and fidelity of practices related to differentiated instruction and tools.</p> <p>According to the 19-20 Annual Performance Summary, Irwin County had 86.11% of SWDs in the regular class at least 80% of the time. This is an increase from the previous school year by approximately 11%. When reported for the previous school year, our LEA was at 2.7% of students served in a Separate Placement. We improved our LEA rate to 1.19% for the 19-20 school year through the use of our PBIS initiatives and fidelity within our classroom practices. Teachers continued implementation of Amie Dean strategies, GNETS has completed several consultative sessions for students/teachers, and the Check In Check Out accountability has shown improvement throughout the year. In addition to these ongoing practices, Irwin County Schools will be utilizing in-house trained FBA/BIP professionals to redeliver to our Special Education teachers and RTI coordinators in order to collect behavior data accurately. Related to students on HHB placement, our nurses can be trained as a means of delivering services inside the school environment for medically fragile students.</p> <p>Data from DRC Beacon, Illuminate, and i-Ready will be utilized to identify student needs and plan for professional learning. Upon analysis of current data and deficits in reading and mathematics, the school system has elected to utilize academic coaches, teacher support specialists, and an instructional technology coach to assist in planning and executing effective Tier I teaching for all students. Co-teachers and paraprofessionals will be provided access and coaching by these individuals in order to best reach the full potential of their SWDs in the inclusion setting. Additionally, we will be implementing a new</p>
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IDEA Performance Goals:

	<p>curriculum for our separate class students in grades 6-12. We will continue utilizing MetaPlay and enCORE learning for our grades PK-5 separate class students. We are excited about adding consultation with a BCBA in an effort to attain skills and training in managing more challenging disabilities. SWD teachers will attend monthly meetings with the Special Education Director to train for effective development and delivery of differentiated instruction, IEP writing, and monitoring of BIPs. Additionally, the system has purchased Goalbook to aid in IEP development, identification of strategies specific to exceptionality, goal writing, and progress monitoring. The goal with this program is for our teachers to more quickly and effectively be able to collect and analyze data to better serve our students at all grade levels in special education. A monthly report will be run by the special education director prior to the monthly meeting in order to discuss usage and effectiveness of Goalbook. With this program we hope to be able to better serve more students in the general education setting but also carefully monitor all SWDs in their LRE.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>The Special Education department will stay abreast of state and federal guidelines/regulations by attending conferences and professional development both face-to-face (as offered) and through virtual measures. The Special Education Director will regularly participate in live and recorded webinars and meetings in order to maintain compliance within state and federal regulations through GaDOE and USDOE. Our compliance monitors will consistently review IEPs for compliance and timely completion. When issues of non-compliance arise, there we be a process of supervision and monitoring to take place following the identification of the non-compliant finding.</p> <ol style="list-style-type: none"> 1. Compliance monitor(s) will complete the state Compliance Checklist for each IEP/Eligibility in the system. 2. The Compliance monitor will then report any compliance issues to the Special Education Director through the sharing of the checklist to be kept on file. 2. The GaDOE Compliance Checklist will be completed with feedback and comments by the compliance monitor. This checklist will be sent to the Special Education teacher to inform the issue of non-compliance. The Special Education teacher will have 3 days to make corrections and resubmit the checklist and IEP back to the compliance monitor to ensure corrections were made appropriately. 3. Once all corrections have been made, the Compliance Monitor will send all documents to the Special Education Director for finalizing. <p>**Should issues of systemic or consistent non-compliance occur, Special Education personnel identified, or all local Special Education personnel (Depending on the size of the issue) will be referred to online, job embedded, or face-to-face off-site professional development related to the compliance issue at hand. Documentation will be kept appropriately for these issues in order to continue growth opportunities for our personnel to maintain appropriate state and federal compliance.</p>
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IDEA Performance Goals:

	<p>Additionally, on a bi-weekly basis, the Compliance monitors will send reminders based on the GoIEP Dashboard for due dates to all teachers. This will serve as the "warning" for upcoming due dates. Once a teacher reaches 3 incidences of missed deadlines, the teacher will be required to complete a Google Form outlining the reason for the delinquency. This Google Form will then be submitted to the Special Education Director and the School Principal as a part of the annual TKES evaluations. Upon incidents 1 and 2 of timeline deficiency, the teacher will receive an email from the Special Education Director and then a meeting upon incident two to discuss thoughts and issues and how to ensure that the issue is not ongoing.</p> <p>The Irwin County School district for the 2019-2020 school year met at 100% within the requirement for timely and accurate data reporting for annual performance. The Special Education Director will also hold monthly meetings with SpEd staff and administrators, post updates and resources regularly through the ICSS SWD blog, as well as holding the annual Special Education training to discuss FTE, effective IEP writing, transition guidance, behavior supports, Child Find and co-teaching measures. Within these meetings, we will also discuss MTSS, RTI, and the proper protocols for data tracking and referral process into Special Education practices and procedures. In addition, building level RTI coordinators and interventionists will report to the Special Education Director any needs related to practices and procedures, technical assistance, and other supports required and requested. Faculty and staff will be kept abreast of the evaluation and reevaluation procedures including updates and available professional learning. Special Education teachers will also participate in professional learning, to include Amie Deen: Behavior Queen, to aid in positive behavior supports and discipline. Teachers will receive information regarding discipline guidelines related to SWD and FBA/BIP information because Irwin has and wants to continue to meet the target for suspension and expulsion by ethnicity. These professional learning opportunities will be both job-embedded and off-site/virtual to be implemented throughout the school year. Teacher Orientation will be held prior to the start of school where new teachers will be exposed to Special Education Compliance training but further in depth training will be done during the annual special education meeting to start the school year. The smaller group atmosphere during new teacher orientation will allow for more in depth question/answer. Teachers will additionally be given the opportunity to attend various trainings delivered by the district GLRS on topic identified as high need areas through previous TKES evaluations and areas where they want to learn more - co-teaching, transition, FBA/BIP, goal writing, etc.</p>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

<p>Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students’ academic achievement the LEA will implement:</p> <ol style="list-style-type: none"> 1. In support of well-rounded educational opportunities, if applicable 2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 3. In support of safe and healthy students, if applicable 4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 5. In support of the effective use of technology, if applicable 6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 	<p>Title IV funds will be transferred into Title I to allow needs to be met. Irwin County Schools takes pride in providing a well-rounded education for all students. Students in all grade levels have access to computer technology, art and music programs. Irwin County has been fortunate enough to be a part of various technology initiatives.</p> <p>Irwin County Schools is working with local law enforcement and other agencies to include new safety features in our schools. Cameras in each building have been updated and some new ones installed to monitor all buildings and grounds surrounding those buildings. Fences and gates have already been installed our the perimeters of our schools. New doors have been installed in all buildings that force visitors to check in with office and gain access only after being approved. The district is also looking to install an emergency response system in all buildings.</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will const any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.</p>	<p>For FY 22, the Irwin County School District administrators will work with each department in the district to provide school-related information to the public through all types of media. Administrators and the parent engagement coordinator will work with schools and departments to publicize parent meetings and workshop opportunities. We will increase the number and relevance of parent meetings to be more transparent and to enlist the support of stakeholders. The school district will continue to hold meetings where stakeholders from across the community (parents, higher ed. business partners, educators, etc) get together to discuss the needs of the community which includes the school system.</p>
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>The intervention appeared effective, but COVID has caused some data to be skewed. We would like to adjust or revise some of the activities and strategies implemented. Our district is headed in the right direction, but we still need some more improvement in the areas addressed.</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>Over the past year, Irwin County has seen some decrease in the number of students reading below grade level and a decrease in the number of students below grade level in Math. These will continue to be a big initiatives for Irwin County in the FY22 school year. COVID played a major role in hampering the district from fully reaching set goals. The district does not have any current Georgia Milestones scores, but local assessments have shown some improvement in student achievement. Irwin County began a huge journey when we started implementing PLCs, a sound RTI process, and improving instruction across all schools, all grade levels and all content areas. We will continue to modify and alter our activities and strategies to continue improvements in those areas.</p>
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<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>The intervention appeared effective, but COVID has caused some data to be skewed. We would like to adjust or revise some of the activities and strategies implemented. Our district is headed in the right direction, but we still need some more improvement in the areas addressed.</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>These will continue to be a big initiatives for Irwin County in the FY22 school year. COVID played a major role in hampering the district from fully reaching set goals. Restrictions were placed on many professional development opportunities, but the district still tried to maintain some normalcy whenever possible for teachers to continue to grow. We will continue to modify and alter our activities and strategies to continue improvements in those areas.</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 will update plans as needed if any local private school wish to participate.
Title II, Part A	No Participating Private Schools--The district will update plans as needed if any local private school wish to participate.
Title III, Part A	No Participating Private Schools--The district will update plans as needed if any local private school wish to participate.
Title IV, Part A	No Participating Private Schools--The district will update plans as needed if any local private school wish to participate.
Title IV, Part B	No Participating Private Schools--The district will update plans as needed if any local private school wish to participate.
Title I, Part C	No Participating Private Schools--The district will update plans as needed if any local private school wish to participate.
IDEA 611 and 619	No Participating Private Schools--The district will update plans as needed if any local private school wish to participate.