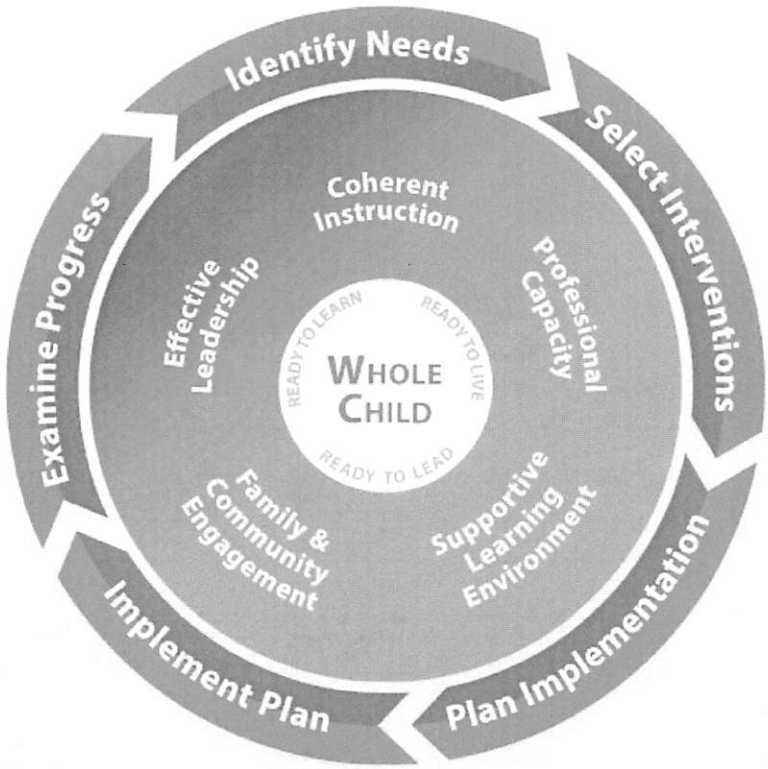
Georgia Department of Education

District Improvement Plan
2022 - 2023



Crisp County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

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

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	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 improve student achievement in all content areas (ELA/Reading, Mathematics, Science, and SS) with an emphasis on ELA and math
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Ineffective use of formative and summative assessments (and other) data to inform instruction; lack of data analysis training on how to interpret and use the data; measure student progress and appropriately adjust instruction according to identified students' needs; lack of higher DOK rigor in dialogue, assignments, and local assessments
Root Cause # 2	Need for consistent, focused, and effective monitoring of evidence-based practices, interventions, professional learning for quality and effectiveness during focus walks, observations with feedback and follow up
Root Cause # 3	Teachers need professional learning in content, pedagogy, differentiation, integration of instructional technology; evidenced based strategies; Tier I instruction; core content; data driven instruction; creating academically challenging environments; student-centered instruction with teachers as facilitators; vertical alignment across content and grade-levels; incorporation of GSE and WIDA standards into lessons; culturally responsive teaching
Goal	By the end of the academic school year, the percentage of students scoring Proficient and above on the Georgia Milestones ELA and Math will increase by a 3% on the Georgia Milestones.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)

Content Area(s)	ELA Mathematics Science Social Studies
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-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	(SCREENERS) - Implementation of screeners to identify student needs and progress in ELA (K-12) and math (K-8)
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Program generated student reports, Collaborative Planning Minutes
Method for Monitoring Effectiveness	Program generated student reports-student data
Position/Role Responsible	Academic Coaches
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Quarterly

Action Step # 1

Does this action step support the selected equity intervention?	No

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

Action Step # 2

Action Step	(ADDITIONAL INSTRUCTION SUPPORT/TUTORING) - Fund intervention teachers, instructional paraprofessionals, IT Coach, and Academic Coaches to ensure quality instruction and provide additional support to all students; provide intervention teachers for ELT, summer school, after school, and Saturday school, Migrant Summer Outreach Program, Edgenuity to extend learning and reinforce content as well as provide opportunities for credit recovery and repair.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Schedules, After & Summer School Attendance rosters for teachers & students, Lesson plans, Pre- & Post-Data, Credit Accruals Reports, Timesheets
Method for Monitoring Effectiveness	Pre- & Post-Data, Credit Accruals
Position/Role Responsible	Academic Coaches, Site Coordinator
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 2

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, consultants, GYSTC, South Georgia Technical College, County Extension Agency-Family and Consumer Science, Arts Alliance, Gateway Center, Local businesses, internal resources,

Action Step # 3

Action Step	(TECHNOLOGY SOFTWARE/LICENSES) - Use technology and digital resources to reach instructional goals and monitor student progress through computer-based programs for core academic content; formative assessments; online learning and 24/7 tutoring resources; credit recovery and repair; contactless student and class work; and English proficiency
Funding Sources	Title I, Part A Title III, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Documented in lesson plans, program generated reports, usage reports when available

Action Step # 3

Method for Monitoring Effectiveness	Program generated reports, student data
Position/Role Responsible	Instructional Coaches
Evidence Based Indicator	Demonstrate a Rationale

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)?	

Action Step # 4

Action Step	(CURRICULUM) - Refine instruction, curriculum, curriculum resources, assessments, and lesson plans; School and District Improvement Plans; conduct curriculum planning and K-12 vertical and horizontal alignment by content/grade/course; continue to implement and monitor progress of RTI, targeted inventions, and effectiveness of intervention strategies/programs; integration of instructional technology; monitoring class instruction for quality instruction and for the implementation of evidence-based instructional strategies; review data to monitor student progress and adjust instruction to reduce achievement gaps; conduct data digs; develop rubrics, checklists, and exemplars to guide and inform student work in core content
Funding Sources	Title I, Part A Title III, Part A Title V, Part B

Action Step # 4

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Curriculum plans, pacing guides, lesson plans, sign-in sheets, agenda, collaborative planning minutes/notes
Method for Monitoring Effectiveness	student data, formative assessment data
Position/Role Responsible	Instructional Coaches
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

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

Action Step # 5

Action Step	(PROFESSIONAL DEVELOPMENT) - Off or on-site professional learning or PLCs for teachers, instructional paraprofessionals, instructional coaches, IT instruction coach, and school administration to expand content knowledge; support professional growth; and build staff capacity (endorsements, leadership) via consultants, core content and SEL workshop/conferences; Mentor Program for novice teachers (0-3 years experience); integration of instructional technology into lessons; discipline/classroom management; PBIS; data digs to collect and analyze data to drive instruction and make informed decisions, reduce gaps in curriculum and instruction, and reduce achievement gaps; and related PD to support the unique school and faculty needs.
Funding Sources	Title I, Part A Title III, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheet, agenda, meeting minutes, invoice, collaborative planning minutes/notes, observations or rubrics
Method for Monitoring Effectiveness	school observation data, screener data
Position/Role Responsible	Instructional Coaches
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, TESOL at Kennesaw University, Consultants, content conferences such as NCTM regional conference, GYSTC, visit STEM/STEAM endorsed schools, GYSTC, S. Ga. Technical College, Consultants, technology workshops; Leadership PD (Mark Wilson), Aspiring Leaders Program (Mark Wilson), post-secondary ED Leadership resources, Internal professional learning resources, post-secondary institutions;

Action Step # 6

Action Step	(SUPPLIES, RESOURCES, AND MATERIALS FOR CORE CONTENT CLASSROOMS, STEM/STEAM LABS, and PROFESSIONAL DEVELOPMENT) - Provide materials, supplies, manipulatives, books, and supplies to support student learning, to operate STEM/STEAM labs, build literacy-rich environments, support instructional technology needs, and for professional learning or PLCs.
Funding Sources	Title I, Part A Title III, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Purchase Orders, invoices, travel, dues/fees
Method for Monitoring Effectiveness	TKES when available, observation data
Position/Role Responsible	Instructional Coaches
Evidence Based Indicator	NA

Timeline for Implementation	Quarterly

Action Step # 6

Does this action step support the selected equity intervention?	No

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

Action Step # 7

Action Step	(PARENT and FAMILY ENGAGEMENT) - Train parents and families how to help their children achieve academic success and provide supplies and materials to support this effort at workshops/activities and in Parent Resource Centers; efforts to attract and remove barriers for all parents/families to take part in their child's academic success will be implemented, with a special focus on non-English-speaking parents.
Funding Sources	Title I, Part A Title III, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Purchase orders, invitations, sign-in sheets, agendas, training materials and PPT, flyers/newsletters
Method for Monitoring Effectiveness	Track parent participation, Title I Parent Satisfaction Survey results
Position/Role Responsible	Family Engagement Facilitators
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 7

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)?	GYSTC, RESA, GaDOE, Consultants, local businesses and club organizations

Action Step # 8

Action Step	(TECHNOLOGY, TECHNOLOGY SUPPLIES, SOFTWARE, REPAIRS, AND MAINTENANCE) - Purchase instructional technology, software/licenses, technology supplies while maintaining instructional technology already in inventory (technology repair)
Funding Sources	Title I, Part A Title III, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	purchase orders, invoices
Method for Monitoring Effectiveness	Classroom implementation

Action Step # 8

Position/Role Responsible	Academic Coaches
Evidence Based Indicator	NA

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)?	Consultants, local businesses, vendors

Action Step # 9

Action Step	(RECRUITMENT) - District Recruitment Team attends job fairs and other events at various locations throughout the state to attract and hire teachers for job vacancies, high-need areas, hard-to-fill vacancies, and recruit minority teacher and leaders (funding recruitment, dues/fees, travel)
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 9

Systems	Professional Capacity
Method for Monitoring Implementation	Recruitment sign-in sheet, dues/fees, travel
Method for Monitoring Effectiveness	Teacher Retention
Position/Role Responsible	Human Resource Director
Evidence Based Indicator	NA

Timeline for Implementation	Yearly

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)?	colleges, universities, job fairs and events

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	DISCIPLINE - Decrease the number of OSS days
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Lack of knowledge on how to use positive behavior interventions to improve classroom management and increase effective instructional engagement, as well as decrease behavior referrals that result in students being out of the instructional setting; clearly identify at the school-level disciplinary infractions that can be handled within the classroom and cultivate a shared definition of disrespect; build relationships, inform, and engage parents as a part of the solution
Root Cause # 2	Lack of understanding of poverty and social/emotional impacts upon behavior and learning; awareness of cultural behavior expectations
Root Cause # 3	Need to identify behavioral root causes, improve classroom management skills, promote effective discipline and improve the school climate
Goal	By the end of the fiscal school year, reduce the number of OSS days for each school by 1%.

Equity Gap

Equity Gap	Discipline OSS Identify Subgroups and grade level spans

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-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	(Implementation of PBIS COUGAR WAY) - Districtwide PBIS training on procedures and PBIS components and implementation along with SWIS and Rewards to ensure consistency of strategies and interventions across classrooms and schools
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PBIS Coordinator observations, invoices, training materials and minutes, discipline data
Method for Monitoring Effectiveness	Discipline data and SWIS reports
Position/Role Responsible	District PBIS Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Action Step # 1

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)?	GaDOE, RESA

Action Step # 2

Action Step	(PBIS DATA) - PBIS Leadership Team meetings to develop school and districtwide PBIS plans based on discipline trend data and data analysis
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PBIS Coordinator observations, discipline data, agenda, sign-in sheets, training notes, invoices, training materials and minutes
Method for Monitoring Effectiveness	Discipline data & SWIS reports
Position/Role Responsible	District PBIS Coordinator
Evidence Based Indicator	Strong

Action Step # 2

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)?	District PBIS Coordinator, GaDOE, PBIS conferences/workshops, RESA, GSU-Brain Trauma and Social/Emotional modules/courses, Consultants, Mindset

Action Step # 3

Action Step	(PROFESSIONAL LEARNING) Job-embedded and sustained discipline/classroom management PD, SEL, brain trauma, poverty, and culturally responsive teaching
Funding Sources	Title I, Part A Title III, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Sign-in sheets, agenda, meeting minutes, informal and formal observations, discipline reports
Method for Monitoring Effectiveness	Discipline reports & SWIS reports
Position/Role Responsible	Academic Coach

Action Step # 3

Evidence Based Indicator	Demonstrate a Rationale
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)?	consultants, RESA, PBIS conference/trainings

4. REQUIRED QUESTIONS

4.1 Stakeholders, Coordination of Activities, Serving Children, and 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).	Crisp County seeks stakeholder input in various ways. Teachers, leaders, and paraprofessionals are encouraged to complete an annual PL survey to determine interests and need. Parents and community members are asked to complete surveys and attend School and District Improvement Meetings to seek their input into ways to improve all aspects of our school system. District administrators attend and present to various community and civic organizations sharing accomplishments and challenges and inviting stakeholder input to improve all of our activities. Crisp County will transfer 100% of Title II-A and Title IV-A grant allocations into Title I-A.

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:1. ineffective teachers **2. out-of-field teachers** **3. inexperienced teachers** **(Please specifically address all three variables)**	The school system continues to strive to maintain 100% professionally qualified status for both certified teachers and paraprofessionals. Applicants certified in critical content fields are sometimes difficult to locate and hire. In the event this occurs, school leadership will hire someone credentialed as close as possible to the vacant content field or may implement a job reassignment. In early spring, the Human Resource Dept. sends and gathers Letters of Intent and begins recruiting. The District Recruitment Team attends Job Fairs and recruitment events in an effort to attract potential employees. Vacancies are posted upon notification on Crisp County's employment system and on Teach GA. Crisp County School System partners with surrounding colleges and universities to work with student teachers; thus increasing our hiring pool. New teachers are given a mentor to work with them for the first year of employment. All mentoring activities and conferences are documented and monitored. Each school principal or principal designee is responsible for ensuring low income and minority students are not taught more frequently by unqualified, out-of-field, and inexperienced teachers and that subgroups are not placed in classes that are out of proportion with other student populations. TKES data, SLDS, CPI, GaPSC, and other local and state reports, provide principals or principal designees with information enabling them to monitor teacher effectiveness, teacher retention, teachers out-of-field, inexperienced teachers, and Teacher Assessment on Performance Standards Summative Distribution (TAPS).

Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:	1)Crisp County uses multiple sources of data to identify educator & student needs for PL. Surveys were one method of gathering feedback from teachers, students, and parents. Other data sources include standardized test scores, benchmark data, discipline, report cards, & universal screener data. The district uses software programs to disaggregated data by subgroups. Weekly collaborative planning enables teachers to consistently analyze data & identify weaknesses to make informed & necessary adjustments to instruction, instructional delivery, and lesson plans. Monthly leadership and instructional coach meetings, the Asst. Super. of Teaching and Learning along with principals and instructional coaches have the opportunity to present data for the purpose of pointing out weaknesses & celebrating successes. MIgrant and English Learner data is gathered and analyzed quarterly to track student progress and address areas of concern. (2)The district provides teachers with common planning time to ensure that academic coaches have time to meet with teachers & provide job-embedded professional learning. Collaborative planning is scheduled into the academic day by content or grade level securing time for teachers to work together on planning lessons, to share ideas, & to learn from one another. It also safeguards time for academic coaches to visit classrooms, conduct observations, & provide job-embedded PL. Guarded planning time also provides time for professional learning communities to collaborate. (3)Monthly Academic Coach Meetings, led by the Asst. Super. of Teaching and Learning, serves as a bridge connecting the district and schools. These meetings allow instructional/academic coaches to share data, discuss current educational trends/issues, identified student and personnel PL needs, and share concerns and thoughts with the district. Ongoing PL for teachers, leaders, and paraprofessionals is supported by the district. The Title I, Part A director maintain records of PL to ensure it is part of the Schoolwide Improvement Plan and is job-embedded & sustainable. The district is committed to developing the leadership skills of school leaders and potential future leaders through leadership professional development. School leaders often encourage potential futures by assigning leadership roles (i.e., team leaders, dept. chairs, academic coaches, athletic directors) to develop and shape their leadership skills. (4)Crisp County is making intentional efforts to increase evidence-based professional learning. Professional learning is analyzed to ensure that the training meets the definition of evidence-based and is aligned with the identified professional development needs detected during the CNA process. The district works with RESA, consultants, and outside agencies to ensure meaningful & effective training is job-embedded, sustainable, & meets the definition under the new ESSA. A Rationale Logic Model is completed noting how the activity will be sustained and monitored for effectiveness. Programs will be checked on the evidence-based websites for effectiveness. The district strives to use programs with high effectiveness ratings; however, should a program not be found on one of the evidence-based websites or performance rating is low, a Logic Model form will be completed and a letter of support from a school/district experiencing success with the program will be attached, if available. Programs and practices will be monitored and tracked for

Professional Growth Systems

	effectiveness. (5)Multiple data sources are used to monitor & evaluate professional learning effectiveness on teaching and learning. Sources include: formal and informal observations, standardized test data, benchmark data, universal screeners, classroom assessments, performance tasks, & other classroom data. School Climate Surveys are used to evaluate improvement in school climate. TKES & LKES data is used to evaluate teacher and school leader performance.

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

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived: 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). [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)]	Crisp County waived certification for all teachers except Special Education for services.

PQ – Minimum Qualification

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)]	The minimum professional qualification required for employment of teachers for whom certification is waived is (1) a Clearance certificate and (2) a Bachelors degree. CTAE teachers are exempt from the above criteria. Instead, CTAE teachers must have at least an Associates degree or equivalent and at least two years of occupational experience.

State and Federally Identified Schools

State and Federally Identified Schools

Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.	Crisp County is a district-wide Title I school system. Currently, there are no state or federally identified schools (CSI or TSI) in the Crisp County School System. The state and our local RESA provide an instructional support specialist to assist in guiding school improvement efforts. The Asst. Superintendent of Curriculum & Instruction, along with the school principal and academic coach, would be encouraged to attend school improvement meetings (ILC) led by state personnel to provide input and receive guidance. The group works together to develop the improvement plan. District personnel provide support for monitoring the improvement plan and providing resources and materials for implementation. The district will support federally identified schools (CSI/TSI) through prioritization of all funding sources to ensure the school(s) has the resources to implement the school improvement plan with fidelity. Crisp County will transfer 100% of Title IV-A and Title II-A into Title I-A.

CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; andwork-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	Crisp County participates in several activities and programs to coordinate academic education and career opportunities: 1. Work with Darton, Georgia Southwestern State University, South Georgia Technical College on the Move on When Ready Program. 2. Juniors & seniors attend college fairs on several campuses. 3. Students participate in Work-Based Learning Program and Great Promise Partnership to interact with industry professionals. 4. Counselors hold academic advisement meetings with each student prior to registration to discuss their career pathway choices along with academics. 5. From middle to high school transition activity-8th graders are provided a tour of the high school with emphasis on pathways offered by the high school. Students visit the different pathway classrooms to give them a visual of the pathway. 6. Pathway completion and course selections aligning with career choices are incorporated into weekly advisement sessions. 7. Youth Build, a community-based pre-apprentice program for at-risk youth ages 16-24 who have previously dropped out of school.

Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	To reduce the overuse of discipline practices that remove students from the classroom, Crisp County implements the following: 1. STAR program is an alternate discipline option for students assigned two or more ISS or OSS days. 2. Professional learning activities to train teachers and school leaders how to deescalate situations and work to reduce unwanted behaviors. 3. Professional learning activities provided for classroom management. 4. Title I Parent Engagement Facilitators petition parent input on a variety of issues from school governance and procedures to ideas for relevant school and family partnership activities. Parent Engagement Coordinators serve as the liaison between school and home. 5. Security cameras are positioned at key locations across each campus as a source of prevention and security. 6. The visibility of school faculty, staff, and leadership in the halls, during transitional times, in the lunchroom, visiting classrooms, and at dismissal locations serve as strong deterrent for inappropriate behavior. 7. A progressive discipline plan as been established and clearly communicated with students and parents via student agendas/handbooks. Crisp County believes it is vital to the success of the discipline plan to adhere to the discipline policy with fidelity. 8. RTI process 9. The training and implementation of PBIS system-wide. PBIS Rewards will reward and encourage students to behave appropriately while SWISS will be used track and monitor discipline. Discipline data will be used to identity areas in need and for developing training for educators and students based on each school or teacher's unique need.

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; andincreased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	Crisp County has implemented the following activities to assist with the transition from middle to high school to post secondary education: 1. Transition activity for students leaving and entering feeder schools (i.e., PreK to Primary School; Primary to Elementary School; Elementary to Middle School; Middle to High School) 2. Career Education courses at the middle school 3. Move on When Ready (Crisp County partners with surrounding colleges, universities, and technical schools) 4. Juniors and seniors attend College Fairs 5. Work-Based Learning -provides students opportunities to interact with industry professionals 6. Great Promising Partners-provides students to interact with industry professional & acquire skill sets while earning their high school diploma and a salary with potential employment upon graduation 7. High school counselors inform parents of academic pathways, College & Career Readiness, grants & scholarships availability, and post secondary options 8. Homeless liaison, migrant SSP, and counselor assist applicable students complete FAFSA 9. Students are encouraged to take the PSAT, SAT, and the ACT

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.	Crisp County is in the process of trying to establish a partnership with Head Start. The district coordinates resources and professional learning for the Pre-K program. The district funds a part-time parent engagement facilitator to work with Pre-K students and parents. At the end of each school year, Pre-K students visit the Primary School where Kindergarten is housed. Pre-K students and parents have the opportunity to meet Kindergarten teachers and see the classrooms. The Pre-K and primary school work together in an effort to support the initiative of constructing literacy-rich environments and building vocabulary to build strong readers and writers.

Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.	Not applicable

Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following: Title I schoolwide schools;Targeted Assistance Schools; andschools for children living in local institutions for neglected or delinquent children.	All schools in Crisp County are Title I Schoolwide schools. Title I provides supplemental funding for academic support in the following areas identified as needs for the district: -services for all core academic subjects -Title I funds provide teachers, paraprofessionals, academic coaches, an instructional technology coach, two -parent engagement facilitators -professional learning opportunities (as funds allow) -supplemental instruction via after school, summer school, and Saturday School programs (as funds allow) -technology hardware and software (as funds allow) -instructional supplies and resources (as funds allow) -parent resource centers at each school Title I has identified and serves students from the following sub-groups: English Learners, Homeless, Migrant, and Foster Care. There are no Neglected and Delinquent facilities located in Crisp County at this time.

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; andhow the district will use the Migrant Student Information Exchange (MSIX).	Crisp County coordinates with Region II Migrant Program for service delivery. Crisp County Schools identifies migrant students using the Occupational Survey. The Occupational Survey questions are included in the student enrollment packet. Occupational Surveys are completed with each enrollment. The migrant liaison is notified through email by registrars at each school that a new student has enrolled. The migrant liaison verifies eligibility and a comprehensive needs assessment and delivery plan are developed. When migrant families move into the county, the district ensures the pertinent school records including information on health are transferred to the district. When a student leaves the county, the registrar tracks the request for records and sends records immediately when the request is received. If a request is not received in a timely manner, the registrar reports this to the district social worker for investigation. Crisp County uses MSIX data when Migrant students move into the district to make informed decisions on student enrollment, grade-level or course placement, and accrual of credits. When migrant families move into the county, the district ensures the pertinent school records including information on health are transferred to the district. When a student leaves the county, the registrar tracks the request for records and sends records immediately when the request is received. If a request is not received in a timely manner, the registrar reports this to the district social worker for investigation. Crisp County uses MSIX data when Migrant students move into the district to inform decisions on student enrollment, grade-level or course placement, and accrual of credits. MSIX provides student information to ensure continuity of services.

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	Crisp County coordinates with the Region II Program for service delivery. The SSP offers supplemental services to preschool children by going to the home and working with the child on readiness skills. If the child is four years of age, he/she can be enrolled in the Crisp County Pre-K program and the SSP visits the child at the school to provide supplemental services in readiness skills. When OSY and DO's are identified, an OSY profile is given. This helps determine the needs of the OSY or DO and services are then offered by the

Title I, Part C – Migrant Supplemental Support Services

consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.) 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.)	SSP. The SSP stays in continual contact with the families of all migrant school students, OSY and DO's so that if there is a need, the SSP can guide the family in getting additional services such as health, nutrition and social services. It is goal for the district to create a community resource flyer to distribute to migrantory families and OSYs to assist with them with locating health, nutrition, and social services. Based on OSY profiles, interest, and time; the SSP and Summer Recruiters will offer English lessons to those who are interested.

4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

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 proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity**	Annually, students meet with the IEP team which includes the special ed teacher, regular ed teacher, parent, and self. Others may attend based on needs. Students complete interest surveys and are actively engaged in transition planning. The student regularly discusses transition goals with the special education teacher who monitors progress toward goals each semester. Students meet with counselors to discuss interests and goals. The IEP guides the educational program to support the student's post secondary success. Students are prepared for post secondary life in a variety of ways. Students are provided the opportunity to participate in Georgia Vocational Rehabilitation Agency (GVRA) Pre-ETS training activities. These activities are provided by providers who are approved by GVRA. Crisp County's local providers are Star Innovative Coaching and High School High Tech. GVRA provides students with college and industry tours such as the Georgia Public Service Training Facility in Forsyth, GA, the Sherriff Department, grocery stores, South Georgia Technical College, and the Georgia Career and Technical Instruction Job Readiness Conferences. Students participate in tours and hands-on experiences at local businesses including Farmers Furniture and Comfort Inn. Students receive interacted and face-to-face services to gain insight on soft skills and job training. Training is provided in areas such as job exploration, adult living skills, goal development, proper attitudes for specific situation resume development, interview skills, following directions, self-advocacy, budgeting, communication skills, and application completion. *Content certified teachers provide tutoring in needed subjects 4 days per week for after school tutoring using Edgenuity Credit Recovery. Content certified teachers also provide tutoring in needed subjects for Saturday school which occurs every other Saturday each month. In addition, the content certified teachers provide tutoring in needed subjects for the summer school program. This occurs 4 weeks during the summer. The after school coordinators provide technical assistance as needed and professional learning in content updates. The Special Education Director monitors each by receiving monthly timesheets for special education teachers and receives student rosters for each class. *Special Education teachers and Lead Teachers aid in the development of postsecondary goals, increase agency linkage, incorporate transition tours of the local college, provide direct instruction in the area of employment specifically job search, interview skills, and work ethic. Professional development is provided annually to new teachers in IEP development which includes the development of postsecondary goals. This is also provided for any

IDEA Performance Goals:

	teachers who need or want further technical assistance. The IEP development training is provided at the beginning of each school year. It includes guidance on IEP development which includes training on creating successful transition plans. The PowerPoint is provided as a reference for all in the Special Education Procedures Manual which is located on the system drive. The Special Education Director receives signature sheets of the new teacher orientation which is provided by the CCMS Lead Teacher. All staff receive the IEP development training which includes all transition plan components. An annual job fair a is held which includes agencies for postsecondary living, employment, and post high school education. The CCHS Lead Teacher teacher coordinates with the School Counselor. A sign-in sheet is provided as a record of attendance. This document is sent to the Special Education Director. Transition tours to the college are also provided annually by the High School. The Lead Teachers and Counselors coordinate this event. All students participate. CTI class provides direct instruction in the area of employment. The CTI teacher sends the Special Education Director a class roster each semester. *Direct instruction self-paced instruction lab allowing student that struggle to work at the same pace as their peers to access rigorous instruction meeting state graduation requirements in a small setting with the added instructional support of a certified teacher. Special Education Teachers provide daily instructional labs to support academic success toward graduation outcomes. Class rosters are sent to the Special Education Director each semester. *Mentoring targeted students based on the early warning signs of at-risk behaviors for dropout focusing on discipline, attendance, and grades. There will be 50 targeted students at both the middle and high school level. There will be systematic monitoring of student performance variables using data monitored by select school personnel. Students rosters are sent to the Special Education Director as well as attendance.

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:LEA proceduresServices that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5 populationCollaboration with outside agencies, including any	• Crisp County conducts comprehensive Child Find Activities. Crisp County utilizes the school webpage, community service members, preschool enrollment days, and meetings with the private school and home school representatives to identify student.During the annual timely and meaningful consultation with representatives from private and home schools, Crisp County informs them of the county's Child Find procedures.Child Find notification is available on the Crisp County website (crispschools.org). Child Find documents are sent to community preschools, daycare centers, Head Start, pediatrician offices, public library and health department. Crisp County meets with the private school annually to discuss Child Find and other issues then works on an ongoing basis with the Head Master. Meetings are held annually with home school representatives. Crisp County informs these parents of the Child Find procedures and referral process. For children transitioning from the Babies Can't Wait program, the identification and evaluation of those children must follow the 60 day timeline

IDEA Performance Goals:

trainings conducted by the LEAParent trainings	for initial evaluations, and the IEPs must be implement by the child's 3rdbirthday. Crisp County works directly with the Babies Can't Wait Director to transition students by the child's 3rdbirthday. Early identification and timely evaluation of children with disabilities facilitate a smooth transition into the school setting. The BCW Director contacts the Crisp County school system to identify upcoming students. The Administrative Secretary keeps a running log of all identified students. Within 60 -90 days of the child's 3rdbirthday, the Administrative Secretary and BCW Director collaborate about individual cases. The BCW children must follow the 60-day timeline for initial evaluations and the IEPs must be implemented by the third birthday. For children not transitioning from BCW, the 60 day timeline applies but IEPs are not required to be implemented by the child's third birthday. Once documentation is received from BCW, the information is logged and assigned to an examiner. Timelines are identified on the cover sheet of the student's folder. The Administrative Secretary, Records Clerk, and psychologist monitor timelines , evaluations and documentation. The Special Education Director monitors a sampling of these records as well. • Crisp County provides and array of services which includes Headstart, homes, community-based learning through field trips and classroom visits from community business representatives. Young children (age 3-5) are supported by regular ed teachers, special ed teachers, paraprofessionals, speech pathologists, OT/PT as needed, and counselors. • Crisp County collaborates and works directly with Headstart. A special education teacher works directly with the Headstart personnel to discuss student needs, referrals, etc. • Screenings are held annually at the Pre-K for early identification of students with needs. Child Find referrals may be completed at the Central Office. Documentation and background data are secured. If the child is to be evaluated, initial evaluation procedures are followed. All referrals are logged and tracked with a documentation log and within Infinite Campus. Students found eligible for services (see eligibility and IEP section) will be flagged in Infinite Campus. Staff members participate in fall professional development in Child Find procedures. Signatures of all participating staff members are secured on a professional development sheet and forwarded to the Special Education Office for documentation. Teachers who enter during the school year will coordinate with the Lead/Mentor Teacher to review the Child Find professional development powerpoint. The mentor/Lead Teacher and new staff member will complete a sign-off sheet acknowledging completion and forward this document to the Special Education Office. • Services for students ages 3 - 5 are held at Pre-K and Headstart. Speech pathologist provides inclusive instruction at the head start program as needed

IDEA Performance Goals:

	based on student IEPs. The SLP completes a documentation form for student services which is sent to the Special Education Director monthly. The Special Education Teacher and paraprofessional serves students in a 3 year old and 4 year old program. Students are served in inclusive settings and/or pullout based on student needs. Headstart students who need more services are served in the Pre-K classroom as well. Teachers send schedules and class rosters to the Special Education Director. The teachers are provided updates annually through the beginning of the year powerpoint. Signatures are sent to the Special Education Director. Technical assistance is provided as needed on IEP development, least restrictive environment, Child FInd, etc. Parents are provided opportunities to participate through open houses, parent conference days, IEP meetings, activity days, and monthly parent days.

Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.** **What specific activities align with how you are providing FAPE to children with disabilities?** **Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided**	Teachers are trained on IEP/eligibility procedures annually through a powerpoint presentation that is available year round on the drive. Sign off sheets are sent to the special education director. Lead teachers facilitate compliant IEP/eligibility practices. Peer and lead teachers review IEPs using annual review and due process checklists. Special education office reviews the IEPs using a compliance checklist. When completing an IEP, many service options must be considered. Teachers mark each service considered on the IEP services page. A variety should be considered for every student. A the beginning of each year, the special education case manager reviews IEPs, BIPs, accommodations, etc. and provides availability to all staff members who will be directly involved with the student. The teachers sign off that they have received this information. All teachers must follow special education guidelines as outlined in the special education procedures guide. At the beginning of each year, each teacher must review the procedures guide and sign a verification sheet of understanding. Parents, students, and all pertinent staff meet annually to discuss student needs and revise IEPs. Parents are encouraged to participate in person, via phone, via any mean of communication. Teachers are provided annual professional development and guidelines and may attend specialty conferences as needed. Increase the performance of students with disabilities on statewide assessment through the participation in the following professional development training sessions: • New Special Education Teacher Cohorts: New Teachers meet with GLRS coaches 6 times during the school year. Teachers will be empowered by learning classroom management, coteaching strategies, paraprofessional support, IEP support, assistive technology and FBA/BIP training. The Special Education Director will be provided sign in sheets for each session. GLRS will provide 3 onsight observations and coaching technical assistance. Feedback will be provided to the Special Education Director for training purposes and other needs.

IDEA Performance Goals:

	• ID Teacher Cohort: Two special education ID teachers will attend the ID teacher training cohort provided by GLRS. Five sessions will be provided during the school year. Teachers will learn unique adaptive curriculum which is a learning software program. GAA 2.0 updates will be provided as well. The Special Education Director will provide 2 onsight visits to monitor fidelity of the programs and provide technical assistance. The teachers will email the Special Education Director with strengths/weaknesses, needs/concerns, and positive attributes. These teachers will redeliver software professional development the following year to the remaining ID teachers. The Special Education Director will receive the 2.0 updates and in turn will email the teachers of these updates. Updates are also provided by the testing coordinator. • GAA Training: The GAA teachers will watch DOE webinars and send sign in sheets to the Systemwide Testing Coordinator. • Mindset Training: Designated special education teachers at each school will attend this training. New teachers will participate as well. This training is provided by Mindset for 5 sessions. Certificates of completion will be sent to the Special Education Director. Decrease the percentage of student with disabilities who are removed from class for disciplinary reasons through the participation in the following professional development training sessions: • FBA/BIP Training: Special Education teachers receive FBA/BIP training annually with a powerpoint. Highlights include when to add a behavior goal, when to add a BIP, when to revise the BIP, when to request a FBA, how to document effective use of BIP. The FB Profiler is available at each school. The training and Individualized instruction is provided at the school level by Lead Teachers. Signatures are sent to the Special Education Director. • Empower sped teachers and staff with more accurate discipline report data: Special Education teachers monitor student behavior monthly by running a Infinite Campus Behavior Report. Students are highlighted that indicate a pattern incidences. These are provided to the Lead Teachers at the end of each month. The Lead compiles these into one document which is sent to the Special Education Director. The Special Education Director provides technical assistance to schools and individualized teachers based on the data analysis. Improve LRE for all students with disabilities through the participation in the following professional development training sessions: • New Special Education Teacher Cohorts: New Teachers meet with GLRS coaches 6 times during the school year. Teachers will be empowered by learning classroom management, coteaching strategies, paraprofessional support, IEP support, assistive technology and FBA/BIP training. The Special Education Director will be provided sign in sheets for each session. GLRS will provide 3 onsight observations and coaching technical assistance. Feedback will be provided to the Special Education Director for training purposes and other needs. • Special Education Policy & Procedure Training targeting new and updated procedures: The Special Education Director meets with Lead Teachers and provides updates, powerpoint, etc. Ongoing support is provided by monthly

IDEA Performance Goals:

	Lead Teacher/Special Education Director meetings. Sign in sheets are kept by the Sped Director. The Lead Teachers provide redelivery at the school level. Signature pages and agendas are sent to the Sped Director. • IEP Development Training for all new sped teachers: Annually each new teacher receives professional development in IEP development/LRE procedures by a designated Lead Teacher. Sign in sheets are sent to the Sped Director. Ongoing technical assistance is provided by each mentor/Lead Teacher at the school level. Detailed procedures are available for reference in the Sped Procedures Manual located on the system drive. • IEP Progress Monitoring & Placement Change Policy/Procedure: IEP goals are monitored by each teacher utilizing the IEP Progress Monitoring Tool. This tool is a mandatory indicator along with supporting evidence of students who may need placement changes due to insufficient progress. Lead Teachers monitor one teacher each week via email which includes a copy sent to the Sped Director. Technical assistance is provided by the Lead Teacher and Sped Director, as needed.

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**	• Update all sections of the Special Education Procedure Guide: This is completed annually by the Sped Director. Updates are given to Lead Teachers at the beginning of the school year. The Lead Teacher redeliver at each school to staff members. Sign in sheets are sent to the Sped Director. • The Guide includes many areas including procedures on writing compliant IEPs, Eligibility Reports,Timelines,Transition Plans, and procedures for students transferring in and out of state, The Procedures Guide is located as a reference on the system drive. Each teacher must also sign a verification report that the procedures guide has been read and that each fully understand the contents. The verification signatures are sent to the Special Education Director. Onoing technical assistance is provided through monthly Lead Teacher meetings as well as individual assistance by Lead Teachers and the Sped Director. • Document progress monitoring of all IEP goals including transition goals: IEP goals are monitored by each teacher utilizing the IEP Progress Monitoring Tool. This tool is a mandatory indicator along with supporting evidence of students who may need placement changes due to insufficient progress. Lead Teachers monitor one teacher each week via email which includes a copy sent to the Sped Director. Technical assistance is provided by the Lead Teacher and Sped Director, as needed. • Writing Effective and Compliant IEP training for all sped staff: New teachers are provided specific professional development for writing compliant IEPs which is provided by designated Lead Teachers annually. Sign in sheets are sent to the Sped Director. IEP development procedures are located in the Procedures Guide which is located on the system drive. Technical assistance is provided by Lead Teachers during the school year. The Special Education Director also monitors this annually with the annual review checklist and due process checklist.

IDEA Performance Goals:

	• The special education director sends out directives concerning deadlines for IEP completion, FTE data collection, PreK exit data forms, etc. All information is gathered and data submitted in a timely and accurate manner. A beginning of the year and end of the year checklist is provided to assist teachers in the completion of duties. • Lead teachers and peers review IEPs and provide corrective feedback. Once IEPs are received at the special education office, a compliance checklist is used to document completion. Any technical assistance that is required is provided by the special education director. • The IEP compliance training and beginning of the year powerpoint presentation provide information for compliance and accurate data submission. Peers, lead teachers, and the special education office monitor compliance, emails, phone calls, face to face, checklists, etc. Any technical assistance needed is provided by the special education director.

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement: **1. In support of well-rounded educational opportunities, if applicablebrul** **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** **ul** **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** **ul** **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**	Crisp County will transfer 100% of Title IV, Part A allocation to Title I to assist with funding salaries and other identified needs covered under Title I guidance.

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	Crisp County will transfer 100% of Title IV, Part A allocation to Title I to assist with funding salaries and other identified needs covered under Title I guidance.

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

Equity Gap 1Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	Equity Gap #1: Intervention Effective-Maintain Activities/Strategies

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Formative and summative data reveals students experienced learning loss due to school closures and virtual learning; therefore, Crisp County's Equity Gap #1 continues to not be met in all grade levels/academic content/courses except 3rd on the Georgia Milestones. Third grade reflected growth on the Georgia Milestones in both reading and math. Student achievement remains low, although local data reflects some progress in literacy for some students. The high school graduation rate remains above the state average. Instructional coaches will continue to work alongside teachers observing, coaching, modeling evidence-based practices, and providing timely feedback. The district will conduct K-12 vertical alignment in math (year #2) to identify and address curriculum gaps, tackle achievement gaps, and support the transition to the revised math standards. Curriculum maps and pacing charts will be updated as needed throughout the year in all content. The district will continue to support and encourage professional development to build content teachers' knowledge and for professional growth. Edgenuity is implemented at the high school and Crisp County Learning Center for computer-based instruction, credit recovery, and accrual. Summer school, afterschool, and Saturday School will be offered to all students. The migrant SSP will participate in ELA and math professional development offered at each school, as his/her schedule allows, in order to equip himself/herself with the knowledge needed to reduce the achievement gap of the subgroup. The ESOL department will continue to gather and reflect on data, as does the migrant program, to quickly identify struggling students and provide immediate assistance. It is the belief of the system that a concerted focus on ELA (vocabulary, writing, and reading) will be benefit all subgroups. The district suspects the lack of vocabulary and weak reading comprehension are barriers to achievement. Crisp County will continue its efforts to build teacher capacity and provide literacy-rich environments as well as literacy strategies and

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

	interventions, and offer additional instructional support via afterschool, Saturday school, and summer school to reduce achievement gaps.

Equity Gap 2Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	Equity Gap #2: Intervention Effective-Maintain Activities/Strategies

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	In FY21, PBIS was introduced districtwide. The training and implementation of PBIS has proven effective in reducing the number of OSS days at each school except one. Although not all schools showed a reduction in OSS days, the district is convinced PBIS played a role in changing behavior and reducing disciplinary infractions. The district will continue training and implementing PBIS in a broader scope this upcoming year and continue implementing some of the strategies that deterred unwanted behaviors such as one-way routes in the halls. Teachers and leaders will use inappropriate behaviors as learning tools for teaching appropriate and acceptable behavior; however, this does not mean students will not receive consequences for inappropriate behaviors. The district uses the STAR program in grades K-8 and at the Crisp County Learning Center (Grades 6-12) as a means to prevent and/or reduce the number of days spent out of school. As a part of the professional development teachers receive, the district believes teachers and leaders need professional development in social/emotional learning along with cultural awareness in terms of teaching culturally responsive and becoming aware cultural behavior in terms of behavior differences. Social and emotional professional learning remains important as stakeholders continue to live with the pandemic trauma students, families, and staff experienced due to COVID. Professional development will be provided as available and as funds allow. Teachers and leaders will continue to build and foster strong relationships with students and parents. More support and training may be needed in assisting teachers with constructing student-centered classrooms that actively and constructively engage students in the learning. As a part of this classroom, teachers must engage students in discussions, dialogue, and performance tasks that incorporate various levels of Depth of Knowledge. If students are actively engaged in learning, the risk of unwanted and off-task behaviors will be minimal. It is the belief of the district, that caring and nurturing environments where appropriate behaviors are taught, before becoming

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

	punitive, along with a classroom that actively engages students physically and mentally will reduce inappropriate behaviors and increase student achievement. Crisp County believes that if we set high attainable standards for our students, they will rise to the occasion with the support of parents, teachers, and school administration.

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 private schools elected to participate.

Title II, Part A	No private schools elected to participate.

Title III, Part A	No private schools elected to participate.

Title IV, Part A	No private schools elected to participate.

Title IV, Part B	No private schools elected to participate.

Title I, Part C	No private schools elected to participate.

IDEA 611 and 619	After consultation with Crisp Academy, the identified need for Special Education is Speech Services. Crisp County Special Education Department will provide a speech pathologist that will provide speech services to qualifying students at Crisp Academy. Individual Service Plans (ISPs) will be developed and followed to determine service frequency and time. Proportionate Share funds will be spent on speech testing materials, speech instructional materials, and assistive technology or classroom materials identified in the ISPs.