



# District Improvement Plan 2019 - 2020



## Wayne County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Wayne County School System
Team Lead	

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

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

2. DISTRICT IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Ensure students are reading at grade level to close the achievement gap, especially in subgroups (economically disadvantaged,, EIP, black, ESOL, migrant)
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Not enough focus on teaching critical thinking skills (closely linked to instructional rigor and comprehension)
Goal	By June 2020, increase the percentage of students scoring at proficient on the ELA Georgia Milestones by 5 percentage points and the percentage of students scoring at distinguished on the ELA Georgia Milestones by 2 percentage points.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
Content Area(s)	ELA
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	<p>Refine list of instructional priority expectations that support literacy development by gradeband (primary, elementary, middle, high) and establish impact check plans with feedback cycle to insure implementation with fidelity.</p> <p>Priority expectations by grade band are as follows:                      Elementary - use of differentiated reading kits and bridge component with fidelity, implementation of instructional frameworks (balanced literacy), implementation with fidelity of Writing to Win Paired Text Packets for ELA instruction.                      Middle - Implementation of structured reading time with conferencing, feedback, and read aloud, focus on evidence based interventions, continued monitoring of implementation of professional learning communities with a focus on data driven instruction, advanced Thinking Maps implementation with fidelity, implementation with fidelity of Writing to Win Paired Text Packets for ELA instruction, and focus on literacy interventions as directed by system's Multi Tiered System of Supports (MTSS) process                      High - Implementation with fidelity of Writing to Win Paired Text Packets for ELA instruction, monitoring of literacy strategies across content areas, increased rigor in instruction with focus on critical thinking and questioning.</p>
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Impact checks
Method for Monitoring Effectiveness	Data from quarterly impact checks
Position/Role Responsible	Curriculum Director
Evidence Based Indicator	Demonstrate a Rationale
Timeline for Implementation	Yearly

What partnerships 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)?	Writing to Win Paired Text Packets - product of Erincort Publishing Thinking Maps Inc. Textbooks from Houghton Mifflin Harcourt iReady
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Action Step # 2

Action Step	Revise and implement a system-wide instructional framework by content area and grade band to ensure rigorous instruction designed to promote content-area literacy, student engagement, and self-monitoring. (Continue building instructional units within the frameworks to better support classroom instruction. The instructional framework will be based on a balanced literacy approach. Units that are developed will address the components of the balanced literacy framework. Specific steps include development of a common lesson plan template and continued work on instructional units.)
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	PLC minutes; lesson plan audits and observations
Method for Monitoring Effectiveness	Data from audits (twice a year)
Position/Role Responsible	Curriculum Director
Evidence Based Indicator	Demonstrate a Rationale
Timeline for Implementation	Yearly

What partnerships 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 # 3

Action Step	Provide professional learning, coaching, and ongoing support for administrative and teacher leaders (e.g., local professional learning and support/ FDRESA/consultants) in building high-functioning leadership teams who plan, implement, monitor, and measure district/school improvement strategies.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	Sign-in Sheets; Agendas; Meeting Minutes; Sample Feedback; Data Reports: Response to Data Reports
Method for Monitoring Effectiveness	Perception surveys of administrative and teacher leaders, data from “School Improvement Process Rubric,” and School SCORE reports
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	Demonstrate a Rationale
Timeline for Implementation	Weekly

What partnerships 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)?	Partnership with Georgia’s Leadership Institute for School Improvement and First District RESA assist in building our leadership teams.
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Action Step # 4

Action Step	Provide professional learning, coaching, and ongoing support in strengthening student literacy skills as evidenced by reading comprehension, writing, and higher order questioning and critical thinking skills.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged

Action Step # 4

Subgroups	Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Sign-in sheets; agendas; meeting minutes; Lexile formative data; Student work;
Method for Monitoring Effectiveness	Data reporting of formative Lexile data; GMAS data
Position/Role Responsible	Curriculum Director
Evidence Based Indicator	Demonstrate a Rationale
Timeline for Implementation	Yearly

What partnerships 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)?	Writing to Win Voyager Sopris FDRESA
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Action Step # 5

Action Step	Enhance the New Teacher Mentor program by providing more individualized coaching and support from mentors and instructional coaches.
Funding Sources	Title II, Part A
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; agendas; meeting minutes; mentor coaching logs
Method for Monitoring Effectiveness	Retention of mentees; perception surveys of mentees

Action Step # 5

Position/Role Responsible	Human Resources Director
Evidence Based Indicator	Demonstrate a Rationale
Timeline for Implementation	Yearly

What partnerships 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 Training Modules
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Action Step # 6

Action Step	Improve family engagement by all staff members participating in focused activities that increase positive relationships with student families and members of the community.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Newsletters; emails; agenda/sign in sheets for planned events; web pages
Method for Monitoring Effectiveness	Student and Parent Perception Surveys
Position/Role Responsible	Data Specialist
Evidence Based Indicator	Strong
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is	Leadership Wayne/Wayne County Chamber of Commerce/Partners in Education/School Councils/PTO's
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Action Step # 6

What partnerships 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)?	Leadership Wayne/Wayne County Chamber of Commerce/Partners in Education/School Councils/PTO's
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Action Step # 7

Action Step	Implement research-based strategies using tiered interventions to address the "whole child" (academically, behaviorally, socially, and emotionally) while expanding opportunities to highlight skills, talents, and interests of all students. (Safe and Healthy Students and Well-Rounded Opportunities)
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	MTSS documentation; event documentation; flyers; newsletters; emails; newspaper articles; text messages; school announcements
Method for Monitoring Effectiveness	Georgia Student Health Surveys; MTSS reports (increase/decrease in number of referrals/tiers/exits; progressing monitoring data; specific intervention data)
Position/Role Responsible	Student Services Director
Evidence Based Indicator	Strong
Timeline for Implementation	Yearly

What partnerships 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)?	Dr. Sarah Murphy, Board Certified Behavior Analyst Ms. Andrea Browning, DFACS Social Services Specialist Supervisor Shauna Mattingly, Clinical Social Worker Dale Moore, retired Social Worker and local pastor Shelby Anderson, Boys and Girls' Club Director Leadership Wayne/Wayne County Chamber of Commerce/Partners in Education/School Councils/PTO's Leader in Me
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Action Step # 8

Action Step	Utilize instructional coaches to provide job embedded professional learning in the area of literacy by redelivering, coaching, supporting, and providing descriptive feedback to teachers on classroom practices and data analysis activities of school-based professional learning communities
Funding Sources	Title I, Part A Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Instructional Coach Log
Method for Monitoring Effectiveness	SGP's/TKES/Teacher Surveys
Position/Role Responsible	Curriculum Director
Evidence Based Indicator	Strong
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Partners in Education/Coastal Plains Charter Academy
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Action Step # 9

Action Step	Design a more comprehensive language instruction educational program that supports the ESOL program by providing professional learning and data analysis tools for general education and ESOL teachers.
Funding Sources	Title I, Part A Title III, Part A
Subgroups	English Learners
Systems	Professional Capacity

Action Step # 9

Method for Monitoring Implementation	Contracts/sign-in sheets/agendas
Method for Monitoring Effectiveness	Walkthroughs/observations/teacher surveys
Position/Role Responsible	Title III Director/Curriculum Specialist
Evidence Based Indicator	Strong
Timeline for Implementation	Yearly

What partnerships 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)?	Steven Meeks, owner of Burch Farms
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2. DISTRICT IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Ensure students are meeting grade level and course standards in mathematics.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Need instructional consistency (vertical and horizontal alignment) with an established framework representative of DOK levels aligned to GMAS
Goal	By June 2020, increase the percentage of students scoring at proficient on the mathematics Georgia Milestones by 5 percentage points and the percentage of students scoring at distinguished on the mathematics Georgia Milestones by 2 percentage points.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
Content Area(s)	Mathematics
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	<p>Refine list of instructional priority expectations that support numeracy development by grade band (primary, elementary, middle, high) and establish impact check plans with feedback cycle to insure implementation with fidelity.</p> <p>Priority expectations by grade band are as follows:</p> <p>Elementary: Continued monitoring of implementation with fidelity of Number Talks - specifically focusing on student engagement, use of strings, development of specific mathematical strategies, and increasing content vocabulary.</p> <p>Middle - Continued monitoring of implementation with fidelity of Number Talks - specifically focusing on student engagement, use of strings, development of specific mathematical strategies, and increasing content vocabulary, continued monitoring of implementation of professional learning communities with a focus on data driven instruction, advanced Thinking Maps implementation with fidelity</p>
Funding Sources	Title I, Part A
Subgroups	<p>N/A</p> <p>Economically Disadvantaged</p> <p>Foster</p> <p>Homeless</p> <p>English Learners</p> <p>Migrant</p> <p>Race / Ethnicity / Minority</p> <p>Student with Disabilities</p>
Systems	Coherent Instruction
Method for Monitoring Implementation	Impact Checks
Method for Monitoring Effectiveness	Data from Quarterly Checks
Position/Role Responsible	Curriculum Specialist
Evidence Based Indicator	Demonstrate a Rationale
Timeline for Implementation	Yearly

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

Action Step	Implement a system-wide instructional framework by content area and grade band to ensure rigorous instruction designed to promote math proficiency, student engagement, and self-monitoring. Continue building instructional units within the frameworks to better support classroom instruction.
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	PLC minutes; Lesson Plan Audits and Observations
Method for Monitoring Effectiveness	Data from audits (twice a year)
Position/Role Responsible	Curriculum Specialist
Evidence Based Indicator	Demonstrate a Rationale
Timeline for Implementation	Yearly

What partnerships 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)?	FDRESA
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Action Step # 3

Action Step	Provide professional learning, coaching, and ongoing support for administrative and teacher leaders (e.g., local professional learning and support/ FDRESA/consultants) in building high-functioning leadership teams who plan, implement, monitor, and measure district/school improvement strategies.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster

Action Step # 3

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	Sign-in Sheets; Agendas; Meeting Minutes; Sample Feedback; Data Reports: Response to Data Reports
Method for Monitoring Effectiveness	Perception surveys of administrative and teacher leaders, data from “School Improvement Process Rubric” School SCORE reports
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	Demonstrate a Rationale
Timeline for Implementation	Yearly

What partnerships 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)?	FDRESA
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Action Step # 4

Action Step	Provide professional learning, coaching, and ongoing support to strengthen instructional practices that results in improved math proficiency.
Funding Sources	Title I, Part A Title II, Part A
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; agendas; meeting minutes; math formative data; Student work; STAR data
Method for Monitoring Effectiveness	Data reporting of formative math data (common assessments); GMAS data

Action Step # 4

Position/Role Responsible	Curriculum Specialist
Evidence Based Indicator	Demonstrate a Rationale
Timeline for Implementation	Yearly

What partnerships 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)?	FDRESA iReady Ready Math Classroom Houghton Mifflin Harcourt professional development
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Action Step # 5

Action Step	Enhance the New Teacher Mentor program by providing more individualized coaching and support from mentors and instructional coaches.
Funding Sources	Title II, Part A
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; agendas; meeting minutes; mentor coaching logs
Method for Monitoring Effectiveness	Retention of mentees; perception surveys of mentees
Position/Role Responsible	Human Resources Director
Evidence Based Indicator	Demonstrate a Rationale
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in	GADOE Modules
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Action Step # 5

What partnerships 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 Modules
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Action Step # 6

Action Step	Improve family engagement by all staff members participating in focused activities that increase positive relationships with student families and members of the community.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Newsletters; emails; agendas/sign-in sheets for planned events; web pages
Method for Monitoring Effectiveness	Student and Parent Perception Surveys
Position/Role Responsible	Data Specialist
Evidence Based Indicator	Strong
Timeline for Implementation	Yearly

What partnerships 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)?	Leadership Wayne/Wayne County Chamber of Commerce/partners in Education/School Councils/PTO's
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Action Step # 7

Action Step	Implement research-based strategies using tiered interventions to address the "whole child" (academically/ behaviorally, socially, and emotionally) while expanding opportunities to highlight skills, talents, and interests of all students. (Safe and Healthy Students and Well-Rounded Opportunities)
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	MTSS documentation; event documentation; flyers; newsletters; emails; newspaper articles; text messages; school announcements
Method for Monitoring Effectiveness	Georgia Student Health Surveys; MTSS reports (increase/decrease in number of referrals/tiers/exits; progress monitoring data; specific intervention data
Position/Role Responsible	Student Services Director
Evidence Based Indicator	Strong
Timeline for Implementation	Yearly

What partnerships 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)?	Dr. Laura Murphy, Board Certified Behavior Analyst Andrea Browning, DFACS Social Services Specialist Supervisor Shauna Mattingly, Clinical social Worker Dale Moore, retired Social Worker and local pastor Shelby Anderson, Boys and Girls' Club Director Leadership Wayne/Wayne County Chamber of Commerce/partners in Education/School Councils/PTO's Leader in Me
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Action Step # 8

Action Step	Utilize instructional coaches to provide job embedded professional learning in the area of math by redelivering, coaching, supporting, and providing descriptive feedback to teachers on classroom practices and data analysis activities of school-based professional learning communities.
Funding Sources	Title I, Part A Title II, Part A

Action Step # 8

Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Instructional Coach Logs
Method for Monitoring Effectiveness	SGP's/TKES/Teacher Surveys
Position/Role Responsible	Curriculum Director/Curriculum Specialist
Evidence Based Indicator	Strong
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Partners in Education/Coastal Plains Charter Academy
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Action Step # 9

Action Step	Expand opportunities for high achieving and gifted students by utilizing a STEM environment to develop innovation, higher ordering thinking, and problem-solving skills (Effective Use of Technology).
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment

Action Step # 9

Method for Monitoring Implementation	PL documentation; lesson plans/observations/walkthroughs
Method for Monitoring Effectiveness	GMAS math scores; IReady scores; science GMAS scores
Position/Role Responsible	Curriculum Director
Evidence Based Indicator	Strong
Timeline for Implementation	Yearly

What partnerships 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)?	Yella Wood representative Rayonier Advance Materials representative Jimmy Welch, Healthy Pet General Manager
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2. DISTRICT IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Climate/culture of the district and schools need improvement.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Lack of student and teacher self-efficacy
Goal	Maintain or increase in CCRPI School Climate Rating raw scores by 2% as evidenced by attendance records and discipline records, and perception surveys.

Action Step # 1

Action Step	Improve family engagement by all staff members participating in focused activities that increase positive relationships with student families and members of the community.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Newsletters; emails; agendas/sign in sheets for planned events; web pages;
Method for Monitoring Effectiveness	Student and Parent Perception Surveys; behavior and attendance reports
Position/Role Responsible	Data Specialist
Evidence Based Indicator	Strong
Timeline for Implementation	Yearly

What partnerships 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)?	Leadership Wayne/Wayne County Chamber of Commerce/Partners in Education/School Councils/PTO's
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Action Step # 2

Action Step	Provide professional learning on fundamental paradigms and behaviors that are critical to improving school culture. (Safe and Healthy Students and Well-Rounded Opportunities)
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	Sign-in sheets; agendas; follow up observations/walkthroughs
Method for Monitoring Effectiveness	Data from observations/walkthroughs; attendance and behavior reports
Position/Role Responsible	Student Services Director
Evidence Based Indicator	Strong
Timeline for Implementation	Yearly

What partnerships 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)?	Wayne/Wayne County Chamber of Commerce/Partners in Education/School Councils/PTO's
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Action Step # 3

Action Step	Implement research-based strategies using tiered interventions to address the "whole child" (academically, behaviorally, socially, emotionally) while expanding opportunities to highlight skills, talents, and interests of all students. (Safe and Healthy Students and Well-Rounded Opportunities)
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless

Action Step # 3

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	MTSS documentation; event documentation; flyers; newsletters; emails; newspaper articles; text messages; school announcements
Method for Monitoring Effectiveness	Georgia Student Health Surveys; MTSS reports
Position/Role Responsible	Student Services Director
Evidence Based Indicator	Strong
Timeline for Implementation	Yearly

What partnerships 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)?	Dr. Sarah Murphy, Board Certified Behavior Analyst Ms. Andrea Browning, DFACS Social Services Specialist Supervisor Shauna Mattingly, Clinical Social Worker Mr. Dale Moore, retired Social Worker Shelby Anderson, Boys and Girls' Club Director Wayne/Wayne County Chamber of Commerce/Partners in Education/School Councils/PTO's Leadership Wayne/Wayne County Chamber of Commerce/Partners in Education/School Councils/PTO's
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Action Step # 4

Action Step	Strengthen the fine arts program to enhance the academic and creative climate in the schools (Well-Rounded Opportunities)
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	innovative lesson plans/observations/walkthroughs/artwork galleries
Method for Monitoring Effectiveness	Perception surveys (parents, students, and staff)

Action Step # 4

Position/Role Responsible	Curriculum Director
Evidence Based Indicator	Strong
Timeline for Implementation	Yearly

What partnerships 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)?	Ms. Becky Floyd, retired art instructor Ms. Laura Cooper, Wayne County Art Council member
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Action Step # 5

Action Step	Utilize communication/message platform (Kinvoled) to enrich parent and teacher conversations associated with attendance and coursework and to promote family engagement in school activities.
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Review of Kinvo logs/reports
Method for Monitoring Effectiveness	Parent Surveys
Position/Role Responsible	Data Specialist
Evidence Based Indicator	Demonstrate a Rationale
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a	School Councils/PTO's
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Action Step # 5

What partnerships 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)?	School Councils/PTO's
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Action Step # 6

Action Step	Improve recruitment, induction, development, and retention of effective teachers who will achieve the mission, vision, and goals of the Wayne County School System.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Module completion; mentor/mentee assignment documentation
Method for Monitoring Effectiveness	# of retained teachers with 0-5 years teaching experience, # recruited from job fairs; perception survey of mentees
Position/Role Responsible	Tina Moseley, HR Director
Evidence Based Indicator	Demonstrate a Rationale
Timeline for Implementation	Weekly

What partnerships 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)?	n/a
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