



# District Improvement Plan 2020 - 2021



## Wayne County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Wayne County School System
Team Lead	Bonnie Gordon

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

Transfer Title II, Part A to:	
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	

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

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)

### 3. DISTRICT IMPROVEMENT GOALS

#### 3.1 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)
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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:</p> <p>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.</p> <p>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</p> <p>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	<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 impact checks
Position/Role Responsible	Curriculum Director
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Yearly

Action Step # 1

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)?	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

Action Step # 2

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

Action Step	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

Action Step # 3

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

Action Step # 4

Timeline for Implementation	Yearly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	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
Position/Role Responsible	Human Resources Director
Evidence Based Indicator	Demonstrate a Rationale



Action Step # 5

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

Action Step # 6

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

Action Step # 7

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

Action Step # 8

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

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)?	Steven Meeks, owner of Burch Farms
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3. DISTRICT IMPROVEMENT GOALS

3.2 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)
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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

Action Step # 1

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

Action Step	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



Action Step # 2

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

Action Step # 3

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)?	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
Position/Role Responsible	Curriculum Specialist
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation      Yearly

Action Step # 4

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

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)?	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

Action Step # 6

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)?	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

Action Step # 7

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)?	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
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

Action Step # 8

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

Action Step # 9

<p>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)?</p>	<p>Yella Wood representative                  Rayonier Advance Materials representative                  Jimmy Welch, Healthy Pet General Manager</p>
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### 3. DISTRICT IMPROVEMENT GOALS

#### 3.3 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

Action Step # 1

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)?	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

Action Step # 2

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

Action Step # 3

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)?	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)
Position/Role Responsible	Curriculum Director
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Action Step # 4

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

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)?	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

Action Step # 6

<p>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)?</p>	<p>n/a</p>
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## 4. REQUIRED QUESTIONS

### 4.1 Stakeholders, Serving Children, PQ

Required Questions

Stakeholder Involvement to Improve and Coordinate Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>Georgia's Systems of Continuous Improvement provided counties with a framework that ensures all stakeholders are engaged in the improvement process. A combination of required team members and additional stakeholders (internal and external) contributed perspective regarding the highest priorities for the district and school improvement plans. The combination of face to face meetings, electronic communication and perception surveys were used to gather input into the continuous improvement process. There was one internal stakeholder meeting in March of 2019, which included administrators, teachers, representatives of ESOL, migrant education, media specialists, interventionists, district personnel, and instructional coaches. Two CNA stakeholder meetings were held in the spring of 2019 (April and May) that included external stakeholders. These external stakeholders were members from the community who provided input concerning the district plan initiatives and goals. These external stakeholders represented various family units in our community. Personnel from the local technical college, representatives of the largest employer in Wayne County (next to school system), and members of government agencies and local board of education were also present.</p> <p>Directors (at central office) finalized the action steps based on input from internal and external stakeholders. The superintendent reviewed the district improvement plan and assigned roles for each action step. On a weekly basis, directors will collaborate to provide monitoring data, successes, challenges, and next steps. This information will also be shared at principals' meetings and board meetings throughout the 19-20 school year.</p> <p>In the 19-20 school year, district and principal collaboratives will be utilized to discuss the implementation and progress of district and school action steps. Support will be provided to schools to assist with implementation of the school improvement plans which are aligned to the district plan.</p> <p>There are several initiatives in the Wayne County School System in which various Title programs were coordinated and support the initiatives/activities of the district. For example, Title I, Title II, and Title II are funding sources for professional learning associated with literacy and math initiatives. Title III will also support the literacy goal for EL students which is mostly funded by Title I.</p> <p>Title I and Title II incur the cost for instructional coaches, which Wayne County deems as a pertinent part to school improvement efforts. Coaching and support are provided by the instructional coaches after professional development is provided. Modeling of effective key practices are modeled, especially for participants in the new teacher induction/mentoring program. The new teacher mentoring program, which is supported through Title II funds, is also aligned with other federal programs. The mentors work with</p>
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Stakeholder Involvement to Improve and Coordinate Activities

	<p>mentees on Title I initiatives, such as Academic Parent-Teacher Teams and literacy and math PL initiatives and Title IV, funding that is used to address the fine arts and social/emotional health.</p> <p>As the "whole child" is addressed, all federal funding sources are coordinated to meet the needs of all students. Whereas, Title I and Title II have mostly funded initiatives geared to academic initiatives in the past, some of the funding will be used to implement "The Leader in Me" in the middle schools. Title IV will be used in conjunction with Title I to fund "The Leader in Me" in the two selected elementary schools.</p>
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Serving Low Income and Minority Children

<p><b>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:</b></p> <ol style="list-style-type: none"> <li>1. ineffective teachers</li> <li>2. out-of-field teachers</li> <li>3. inexperienced teachers</li> </ol> <p>(Please specifically address all three variables)</p>	<p>During the Comprehensive Needs Assessment, process data regarding ineffective, out-of-field, or inexperienced teachers is analyzed and evaluated. The GAPSC website for PQ data, CPI reports, CCRPI reports, equitable class sizes, teacher retention, teacher experience/effectiveness across the system and system/school level data is used while planning for equitable learning opportunities for all students.</p> <p>System and school leadership teams, parent involvement groups, school councils, and community groups work together to create school and system level improvement plans that ensure low income and minority students receive equitable service.</p> <p>The Human Resource Director works with principals to ensure that teacher assignments are made with consideration of new and veteran teachers. As open positions are filled with new/inexperienced teachers, assignments are made in a manner so that veteran experience exists in every grade level or in every department. Middle school principals review carefully their teacher teams to ensure that different levels of experience and expertise are represented on their teams. Existing staff experience is monitored by the principals and the Human Resource Director and teachers are shifted among grade levels if necessary to acquire teacher experience equity.</p> <p>There is annual communication by the Human Resource Director with principals to remind them of the requirement of not placing a student two years in a row in inexperienced, ineffective, or out-of-field teacher classrooms. Principals will work with the registrars/counselors to monitor student placement to guarantee that this requirement is followed. An ineffective teacher will be defined as provided in the Teacher and Leader Keys Effectiveness System.</p> <p>Teachers with PLP's also are given assignments in a strategic manner to avoid students having more than one teacher on a PLP. Teachers who are identified as ineffective must develop a professional learning plan (PLP) with the principal. Documentation of the evaluation and PLPs are housed in the TLE platform and are reviewed by The Human Resource Director. The PLP must be written and monitored at least quarterly until the requirements are met. Targeted professional learning is part of the PLP and specific needs are</p>
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Serving Low Income and Minority Children

	<p>communicated with the Director of Human Resources. Teachers who are identified as less than proficient receive additional support from the school instructional coach, as well as the building-level principal. Principals monitor the teachers on PLP's by observing and providing feedback to the teacher. If additional support is needed, the Human Resources Director may be contacted to participate in observations and provide feedback at debriefing sessions. If no improvement is observed or no progress is made on the PLP, teachers may be reassigned to other duties or relieved of duties even before the end of the school year. Teachers on a PLP are not transferred to other schools until the PLP can be resolved.</p> <p>Teachers who are identified as ineffective must develop a professional learning plan (PLP) with the principal. Documentation of the evaluation and PLPs are housed in the TLE platform and are reviewed by The Human Resource Director. The PLP must be written and monitored at least quarterly until the requirements are met. Targeted professional learning is part of the PLP and specific needs are communicated with the Director of Human Resources.</p> <p>Teachers who are identified as less than proficient receive additional support from the school instructional coach, as well as the building-level principal. Principals monitor the teachers on PLP's by observing and providing feedback to the teacher. If additional support is needed, the Human Resources Director may be contacted to participate in observations and provide feedback at debriefing sessions. If no improvement is observed or no progress is made on the PLP, teachers may be reassigned to other duties or relieved of duties even before the end of the school year. Teachers on a PLP are not transferred to other schools until the PLP can be resolved.</p> <p>Each year teacher certification and teaching assignments will be reviewed to ensure that teachers are highly qualified under Title I and the criteria set by the Georgia Department of Education. Teachers and paraprofessionals will be reminded of renewal dates and required coursework needed to renew their certification. This helps to ensure that low income and minority children are not served at disproportionate rates by ineffective, out-of-field, and inexperienced teachers.</p> <p>Mentors will be assigned to new teachers and teachers new to the system. Mentor teachers may also be assigned to teachers teaching a new subject area or grade level. First year teachers will participate in the Teacher Induction and Mentoring Program, a system-wide program set up to provide needed support and assistance for new teachers to meet student needs.</p>
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Professional Growth Systems

Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include:</p> <ul style="list-style-type: none"> <li>• how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy;</li> <li>• how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded;</li> <li>• how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time);</li> <li>• how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and</li> <li>• what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes.</li> </ul>	<p>Professional growth goals and plans will be used to document strengths, weaknesses, and action steps to build the capacity of administrators, teachers, and paraprofessionals in Wayne County. Mentors and instructional coaches will assist with professional growth plans for new teachers by offering guidance, support, and constant feedback for continued improvements. Principals will monitor plans on a quarterly basis to ensure they have the right staff member in the most beneficial position to affect student achievement. Domain level data from the Georgia Milestones will be analyzed to determine gaps in the instructional program and job embedded professional learning will be planned to help eliminate instructional gaps. Much of this professional learning will take place in grade level collaboratives with the support of First District RESA, our universal screener vendor, and our student assessment system vendor. As strategies/interventions are selected to impact student achievement, there will be more emphasis on monitoring for fidelity and measuring student impact. Time is set aside in Wayne County for job-embedded professional development at both the site and district levels. Wayne County continues its work on improving our Professional Learning Community (PLC) structures and we ensure that every certified staff member is a member of a data based PLC. Whether through Tuesdays for Teachers, Director/Principal PLCs, district-wide content/grade level collaboratives, paraprofessional literacy "in-house" training, staff in Wayne County are provided opportunities for collaborative, job-embedded professional learning. District level and school level PLCs will focus on protocols for the analysis of data, planning for instruction, and giving teacher and/or student feedback. The works of Rick Dufour will continue to be used throughout the district as teams strive to move forward on the PLC continuum. In the 19-20 school year, priorities for professional development will be provided to improve literacy strategies across the curriculum, align DOK levels of ELA and math common assessments to GMAS, build leader capacity in the school improvement process, enhance PLC's, and improve the culture/climate of district and schools.</p>
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PQ – Intent to Waive Certification

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

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> <li>for all teachers (except Special Education service areas in alignment with the student’s IEP), or</li> <li>for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).</li> </ol> <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>The Wayne County School System will waive certification for all teachers for the 19-20 school year, except Special Education and CTAE.</p> <ol style="list-style-type: none"> <li>CTAE Teachers will use PSC guidelines for certification.</li> <li>Georgia certification requirements for Special Education teachers will be followed.</li> </ol>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>The minimum professional qualifications required for employment of teachers for whom certification is waived will be a four-year (Bachelor's) degree and a clearance certificate.</p>
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State and Federally Identified Schools

State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>n/a                      If there was a federally-identified schools (CSI and TSI) need support, a meeting with the principal would first take place in which data would be reviewed. Data analysis would assist in determining areas of need for professional learning and instructional support. The next step would be to involve the school leadership and external stakeholders in decision-making pertaining to the FLP plan. The Federal Programs Director would ensure that all stakeholders had a voice and that the plan was defined. Technical assistance and progress monitoring would be provided throughout the year from the Federal Programs Director.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:</p> <ul style="list-style-type: none"> <li>● coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and</li> <li>● work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</li> </ul>	<p>Both the high school and middle schools maintain a robust CTAE program that consists of instructional strategies that provide relevant learning opportunities. The CTAE programs also offer co-curricular activities that provide practical workforce-related skill development. Career-building activities are embedded into each CTAE class, in addition to activities, such as job shadowing, mock interview, career fair tied to YouScience results, and Career Day. These activities allow students to become more familiar with skills needed for their desired occupation, opportunities in our local rural community, and provides other pertinent information such as salary, work environment, and job outlook statistics.</p> <p>Approximately, 88.7% of the WCHS student body completed a pathway before graduation in FY18. The college and career readiness data for FY18 calculated a score of 73.90 with 61% of graduating students passing an end of pathway assessment. WCHS maintains a highly effective work-based learning program which allows students to work in career and technical areas while earning credits towards graduation. Currently, WCHS's WBL program is recognized as a leading program in the state.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>Wayne County will implement a positive behavior system of supports by:</p> <ol style="list-style-type: none"> <li>1) Deepening the understanding and expanding the number of options of behavioral interventions available to staff.</li> <li>2) Ongoing data reporting and analysis of school discipline data District level staff will work with administrators on various strategies/interventions/proactive measures to reduce number of referrals. Administrators will track ISS and OSS data by student.</li> <li>3) Implementing initiatives to build student and teacher efficacy (Leader in</li> </ol>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	Me).
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## 4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:</p> <ul style="list-style-type: none"> <li>• coordination with institutions of higher education, employers and local partners; and</li> <li>• increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</li> </ul>	<p>Transition from middle school to high school:                  To transition students from middle school to the high school, students complete the required BRIDGE law activities that includes an individual conversation with the middle school counselor to map out an Individual Graduation Plan (IGP). Parents are invited to make appointments with the middle school counselor, and/or middle school teachers (particularly sped) to discuss transition to the high school. In February of each year the high school counselors visit the middle schools to talk with upcoming freshman about academics, career pathways, Move on When Ready (MOWR) options, and expectations for high school coursework. MOWR sessions are also offered in high school to explain procedures to parents and to make sure they have all the information they need on how to apply for MOWR. The counselors and the "Teacher as Advisor" program support students in decision making related to coursework, postsecondary plans, and career choices.</p> <p>There is also an athletic academic who tracks athletes' grades and behavior to ensure that all requirements are met for participation in high school and at post-secondary institutions.</p> <p>High school to post-secondary education:                  Wayne County High School is intentional in providing seamless transition from the high school into post-secondary opportunities. Students are encouraged to consider MOWR whether long term goals are geared to a technical or professional career. The high school coordinates with different colleges MOWR students. Coastal Pines Technical College offers technical and academic coursework on the post-secondary level and coordinates and collaborates with Wayne County High School on course offerings. College representatives are invited to set up a table during lunch throughout the school year. Recruiting for various branches of the military are also available at lunchtime on the high school campus. Once a year the juniors and seniors are taken to a probe fair to learn about various colleges. Students are also offered an early college admission day, in which which community members and college admission officers come to WCHS to help students apply to college. On these days admission fees are often waived. There are also bi-annual Career Fairs in which community members speak on a variety of careers.</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>The Wayne County School System is fortunate to have Bright from the Start Pre-K programs at all 5 elementary schools. Having public pre-K programs housed in the elementary schools makes transition into kindergarten seamless. Pre-K students become accustomed to the campus that's they'll attend through fifth grade. The WCSS also works closely with the local Head Start program. The curriculum director is asked to review the Head Start curriculum standards annually. Head Start also provides the school system with information regarding children who will be coming to school in the WCSS from Head Start.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>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.</p>	<p>n/a If a school is targeted for assistance, the Federal Programs Director would work the school principal to first review the data to determine the most urgent need. A multiple criteria selection worksheet would be developed to determine objectively which students would best benefit from intensive intervention. MTSS specialists would be consulted, along with the curriculum director, to determine options for an intervention to address the needs of the students. An implementation plan would then be written by the principal and instructional coach to serve the needs of students who are targeted for assistance.</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following:</p> <ul style="list-style-type: none"> <li>● Title I schoolwide schools;</li> <li>● Targeted Assistance Schools; and</li> <li>● schools for children living in local institutions for neglected or delinquent children.</li> </ul>	<p>All 8 of Wayne County's schools are Title I schoolwide schools. There are 5 elementary schools in Wayne County that serve students in Pre-K – 5th grade. Students receive academic instruction based on the Georgia Standards of Excellence in reading/language arts, mathematics, science, and social studies. Students receive a minimum of 300 minutes of academic instruction each day. All students, except for Pre-K, also receive instruction in physical education and health. Students are sometimes placed in special programs that facilitate proper instructional differentiation to meet the needs of individual students. Some of those programs are: gifted, Early Intervention Program (EIP), special education, English to Speakers of Other Languages (ESOL) and Multi-Tiered System of Supports (MTSS). Students receive a minimum of 300 minutes of instruction each day.</p> <p>There are 2 middle schools in Wayne County that serve students in grades 6-8. The schools operate under the middle school program criteria set forth by GADOE rule 160-4-2-.05. Students are placed on academic teams and the teachers have common planning time with</p>
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Title I, Part A – Instructional Programs

	<p>other team members. Students receive academic instruction based on the Georgia Standards of Excellence in reading/language arts, mathematics, science, and social studies. Students receive a minimum of 330 minutes of instruction each day. Instruction beyond the academic classes that is designed to integrate and apply the skills and concepts taught in the academic classes is offered through Connections or exploratory classes such as physical education, band, family and consumer sciences, art, technology, and computer sciences. Students are sometimes placed in special programs that facilitate proper instructional differentiation to meet the needs of individual students. Some of those programs are: gifted, Remedial Education Program (REP), special education, English to Speakers of Other Languages (ESOL) and Multi-Tiered System of Supports (MTSS). There is one high school in Wayne County that serves students in grades 9-12. The instructional day is based on a 4x4 block schedule, which means that students take four 1.5 hour courses each semester. Each student has the opportunity to earn 8 Carnegie units per year. Students receive academic instruction based on the Georgia Standards of Excellence in reading/language arts, mathematics, science, and social studies. Students also have opportunities to participate in a robust career, technical, agricultural education (CTAE) program, physical education, band, and foreign languages. Students are sometimes placed in special programs that facilitate proper instructional differentiation to meet the needs of individual students. Some of those programs are: gifted, Remedial Education Program (REP), special education, English to Speakers of Other Languages (ESOL) and Multi-Tiered System of Supports (MTSS). Students receive a minimum of 330 minutes of instruction each day.</p> <p>The Wayne county School District does not have any N and D facilities.</p>

## 4. REQUIRED QUESTIONS

### 4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:</p> <ul style="list-style-type: none"> <li>● the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;</li> <li>● the timely transfer of pertinent school records, including information on health, when children move from one school to another; and</li> <li>● how the district will use the Migrant Student Information Exchange (MSIX).</li> </ul>	<p>As new students are enrolled, registrars have the parent or guardian complete two forms – a student information form that includes the home language survey and the family information sheet and an occupational survey questionnaire provided by the DOE. The Occupational Survey is part of the back-to-school registration packet and is reviewed annually by the MSSP to ensure that the most current form is being used. All Migrant Occupational surveys are forwarded to the Migrant SSP on the day of receipt. Information submitted where the parent/guardian checked "yes" on the occupational survey question will be evaluated and interviewed for eligibility for the migrant program by the MSSP and contact with the state recruiter will be made within two days. School registrars have received training on identification of ELL and migrant students and procedures are in place for the notification of appropriate personnel when potentially program eligible students enroll. The Wayne County Migrant SSP will identify and recruit eligible families and youth moving into or currently residing in the county. The SSP follows ID &amp; R procedures for recruiting in the community. They follow-up on leads from recruiting visits and PAC meetings. COEs will be submitted within two days. The timely transfer of pertinent school records, including information on health, when children move from one school to another is crucial. School registrars and the FTE/SIS coordinator work together to develop and evaluate procedures for handling school records in an appropriate and efficient manner. This includes processing records requests for incoming students as well as handling records requests from schools receiving withdrawn students. School registrars are directed to process records requests within and no later than three days after a student has enrolled or a request has been received from another system. Once a request for records has been received from another school system, the registrar also notifies the system FTE coordinator at the central office to allow for claiming of the student ID number if the student is from another Georgia school system. The system FTE coordinator verifies monthly Migrant Current Enrollment Reports and updates system student information with eligibility.</p> <p>How the district will use the Migrant Student Information Exchange (MSIX): The Migrant Student Information Exchange (MSIX) is also used to facilitate interstate and intrastate exchange of information and coordination of services for migratory children. All MSSP have been trained how to enter and retrieve information from the system. This is used as another tool for evaluating and serving students appropriately.</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.)</p> <p>2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)</p>	<p>Supplemental support services and outreach activities for migratory preschool children, out of school youth and their families are provided when students are identified. Summer school and summer feeding programs are highly advertised for the migrant students. The spring PAC meeting contains information and provides the opportunity to register for the summer school program. School nutrition feeding sites are also distributed, as well as tips tips for parents during the summer.</p> <p><u>Outreach Activities</u>          Preschool children--(after a family is recruited)          A home visit is made to test the child to identify specific needs (e.g. language acquisition, and number, letters, shape, color recognition) so that activities can be prepared.</p> <ul style="list-style-type: none"> <li>● School nurse coordinator offers hearing and vision screening, free of charge to students and parents. If the child needs further testing and is referred to a doctor, translation services are available for the parent to set up the appointments.</li> <li>● When the preschool children reach the age (4 years old) to enter pre-k, parents are assisted with school enrollment paperwork and necessary documentation, such as vaccination records from health department.</li> <li>● Families are invited to local PAC meetings three times a year. We take advantage of this by inviting special guests to share "at home" reading tips for preschool-elementary age children.</li> </ul> <p><u>Dropouts</u></p> <ul style="list-style-type: none"> <li>● Dropouts are provided information on GED classes, ESL learning materials, and other pertinent information to further their education, and encouraged to take advantage of these opportunities.</li> <li>● There is assistance in scheduling appointments to follow up on academic goals; appointments are scheduled around the work schedule of the individual(s).</li> </ul> <p><u>Out of School Youth</u></p> <ul style="list-style-type: none"> <li>● Once recruited, OSY are given an English book (Level 1) and a pamphlet with the program's information, provided by the Migrant Education Program, along with our contact information.</li> <li>● Once they qualify, a Health Kit Backpack is provided along with a guide to prevent the risks of pesticides.</li> <li>● An OSY Profile is completed on the second visit after being recruited. The form helps determine the specific necessities the OSY needs. For example, many times, OSY's ask for materials to learn or improve the English language.</li> <li>● Health lessons are also provided, but only when there is adequate time to teach. The OSY who come to our area sometimes only stay between 1-2 weeks.</li> <li>● OSY are also invited to our local PAC meetings, are provided with a meal, and are encouraged to participate in the planned activities.</li> </ul> <p><u>IP Data Analysis and Academic Goals</u>  <u>Elementary</u>          According to SY18-19 local common assessment literacy data, 52% of migrant</p>
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Title I, Part C – Migrant Supplemental Support Services

	<p>students in grades K-2 performed in the proficient or distinguished levels. In comparison, 63% of non-migrant students in grades K-2 performed in the proficient or distinguished levels.</p> <p>According to SY18-19 STAR Literacy and STAR Early Literacy screener data (GMAS equivalent), 17% of migrant students in grades 3-5 had a GMAS reading scale score that is in the proficient or distinguished levels. In comparison, 41% of non-migrant students in grades 3-5 had a GMAS reading scale score that is in the proficient or distinguished levels. During the CNA, it was determined that a possible root cause is vocabulary development and comprehension.</p> <p>Our project plan projected outcome is that at least 80% of migrant participants in grade K-5 will have at least 5% growth in reading comprehension. Students will be tested at least times per year (tentatively August, December, and April) by the i-Ready universal literacy screener.</p> <p><b>Middle</b></p> <p>According to SY18-19 STAR Literacy screener data (GMAS equivalent), 8% of migrant students in grades 6-8 had a GMAS reading scale score that is in the proficient or distinguished levels. In comparison, 38% of non-migrant students in grades 6-8 had a GMAS reading scale score that is in the proficient or distinguished levels. During the CNA, it was determined that a possible root cause is vocabulary development and comprehension.</p> <p>Our project plan projected outcome is that at least 80% of migrant participants in grade 6-8 will have at least 5% growth in reading comprehension. Students will be tested at least times per year (tentatively August, December, and April) by the i-Ready universal literacy screener.</p> <p><b>High</b></p> <p>According to SY18-19 STAR Literacy screener data (GMAS equivalent), 23% of migrant students in grades 9-12 had a GMAS reading scale score that is in the proficient or distinguished levels. In comparison, 39% of non-migrant students in grades 9-12 had a GMAS reading scale score that is in the proficient or distinguished levels. During the CNA, it was determined that a possible root cause is vocabulary development and comprehension.</p> <p>Our project plan projected outcome is that at least 80% of migrant participants in grade 9-12 will have at least 5% growth in reading comprehension. Students will be tested at least times per year (tentatively August, December, and April) by STAR Literacy universal screener.</p> <p><b>School Readiness</b></p> <p>Assessment data reveals that school readiness students have scored an average 17% on the reading/language development area on the Preschool Checklist of Basic School Readiness Skills Test. Based on that data, a need for improved reading/language acquisition has been identified.</p> <p>Our project plan projected outcome is that all students serviced through the IP will show at least a 5% increase in scores from pre- to post-test.</p> <p><b>Out-of-School Youth (OSY)/Drop-Outs (DOs)</b></p> <p>Based on FY19 verbal communication with OSY and profiles, we have determined a need for greater exposure to the English language. OSY's, as well as some of their parents, have expressed concern because of the language barrier they are experiencing since they have entered the United States to seek</p>
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Title I, Part C – Migrant Supplemental Support Services

	<p>employment.                  Our project plan projected outcome is that all students serviced through the IP will show at least a 5% increase in scores from pre- to post-test (Out of School Youth English Screener).</p>
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## 4. REQUIRED QUESTIONS

### 4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.</b>          What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?          Include: ● Description of your district's procedures          ● Specific professional learning activities          ● Plan to monitor implementation with fidelity</p>	<p>IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities:          Wayne County will continue to focus on improving attendance, reducing discipline and increasing course completion with Wayne County students, with a concentrated focus on at-risk students. The Wayne County School System has a SMART goal to address climate/culture in the FY20 District Improvement Plan. The hope is that this goal will address behavior and attendance by improving students' "connectedness" to school. Course completion is addressed by a goal for Lexile and math in the District Improvement Plan. An ABC Data Review Sheet has been developed that will track data on attendance, behavior, and coursework at the school level. A District Data Specialist will be assisting schools in pulling and reporting the data.          To improve attendance, a more proactive (than reactive) approach is planned to inform parents and the community of the importance of good attendance at school. A campaign is being planned that provides a more positive approach to attendance.          To improve behavior, a new teacher mentoring program will focus on strategies for management behavior in the classroom and professional learning will be provided on classroom management to designated personnel, as well as poverty training for the district.          A continued focus is placed on scheduling to ensure that all students with disabilities are able to receive specialized instruction from a Special Education Teacher for every area of need noted on the individualized education plan. Math and ELA classes have special education teachers assigned to each class as needed, and social studies and science classes have para-professionals assigned to each class as needed. The Special Education Director assist each school in their scheduling to ensure all special education students are scheduled correctly. Schedules are sent in monthly with updates. The Assistant Special Education Director monitors the schedules.          Wayne County School System has a Transition Coordinator that checks all transition plans for compliance. The Coordinator also keeps documentation of post-secondary outcomes.          MTSS is also focusing on behavior, as well as academics during the 19-20 school year. The MTSS specialists will assist schools and teachers with planning and implementing behavioral interventions for students.          Course completion will continue to be tracked and there will be more emphasis on academic interventions and the data that is derived and reported on the interventions. Logic models are being used to implement interventions with fidelity; data will be reported on all interventions used.          Wayne County Schools will participate in Georgia's Voluntary Coordinated</p>
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IDEA Performance Goals:

	<p>Early Intervening Services(CEIS) for the 19- 20 school year. Wayne County will implement the following interventions: i-Ready online reading Instruction at all five elementary schools with a focus on 1st-3rd and Language Live at the two middle schools to place a focus on literacy. Improved reading skills are an important aspect of students reaching desired outcomes of graduating with a regular education diploma. CEIS will also support Check and Connect. Check &amp; Connect is an intervention which will be used with 6th -12th students who show warning signs of disengagement with school and who are at risk of dropping out. Students are referred to Check &amp; Connect when they show warning signs of disengaging ion school, such as poor attendance, behavioral issues, and/or low grades. The CEIS Team meets monthly to review data. Teachers have Professional Learning Communities weekly to discuss lesson planning, review data and determine what will drive instruction. Transition meetings are held yearly to discuss all special education students and their transitioning to another school so the transition will be smooth and the ensure all IEP components are met.</p>
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<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities.</b>          What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?          Include:● LEA procedures          ● Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)          ● Staff that will be designated to support the 3-5 population          ● Collaboration with outside agencies, including any trainings conducted by the LEA          ● Parent trainings</p>	<p>IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities:          Wayne county Schools will increase its Child Find efforts with new private providers. Wayne County will ensure that before conducting any significant activity that is designed to identify, locate or evaluate children. A public notification must be given before Child Find activities are implemented. The Special Education Director will provide annual public notification in the following print and electronic sources: Wayne County Schools website, Wayne County Schools Student Handbook and a notice in the local newspaper. The following activities shall be conducted to identify children ages 3-5 suspected as having disabilities: Wayne County School Pre-Kindergarten Program(Bright from the Start) will participate in Response to Intervention as part of Wayne County Schools. Wayne County Speech/Language Pathologist conduct Universal Screenings at Wayne County School System PreK Programs and Head Start. Written notices are provided in the community to include: private preschools, the Wayne County Health Department, and physicians' offices. Head Start, private schools, and/or parents will participate in Response to Intervention similar to that of the school system.          Wayne County employs two Preschool Intervention Teachers, two paraprofessionals and one Preschool Coordinator. All professionals work together to meet the needs of the preschool intervention students. One preschool teacher and one speech therapist serve Headstart, Daycares and a private school. All teachers and coordinator are trained in GELDS. Wayne County's preschool teachers and speech therapist collaborates with Headstart and helps monitor all special education activities. Wayne County's Special Education Preschool Intervention Teacher's will participate in Babies Can't Wait Transition meetings to ensure a special education evaluation, eligibility and IEP are in place by the child's third birthday. Wayne County's Special Education Preschool Coordinator completes</p>
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IDEA Performance Goals:

	<p>an evaluation and ensures all timelines are met.</p> <p>Wayne County Schools Migrant Program and the Migrant Student Service Providers will refer any child who is suspected of having a disability to the Special Education Director or School Psychologist.</p> <p>Wayne County Schools hold an information session for preschool once a year and it is hosted by the Special Education Preschool Coordinator.</p>
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<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.</b>                  What specific activities align with how you are providing FAPE to children with disabilities?                  Include:● How teachers are trained on IEP/eligibility procedures and instructional practices</p> <ul style="list-style-type: none"> <li>● How LRE is ensured</li> <li>● The continuum of service options for all SWDs</li> <li>● How IEP accommodations/modifications are shared with teachers who are working with SWDs</li> <li>● Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</li> </ul>	<p>IDEA Performance Goal 3: Improve compliance with state and federal laws and regulations:</p> <p>Wayne County will continue to revise and refine special education processes and procedures to insure improvement in general supervision and guidance. Wayne County will monitor compliant practices using reports from GO-IEP. All children with disabilities between ages 3-21 who are residing in Wayne County School District are entitled to a free appropriate public education (FAPE), including children who have suspended or expelled from school. Wayne County School System has a working relationship with Babies Can't wait , Head Start Programs , Private Daycares and Wayne County Health Department in identifying students with disabilities in a timely manner. Extended school year (ESY) services are provided to students who need such services to receive FAPE.</p> <p>Wayne County Schools consider supplementary aides and services necessary to provide students with disabilities the equal opportunity to participate in nonacademic and extracurricular activities. IEP Teams review student data annually to determine progress and appropriate placement for the student to be educated in the least restrictive environment (LRE). There is a continuum of services options for all students with disabilities.</p> <p>Wayne County Schools provides print instructional materials in specialized, accessible formats (i.e. Braille, audio, digital, large-print, etc.) to children who are blind or other print disabled in a timely manner. The system takes all reasonable steps to ensure that children with print disabilities have access to their accessible format instructional materials at the same time as students without print disabilities.</p> <p>Quarterly meetings are held with all Special Education Teachers for professional learning on any new IEP procedures</p>
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IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</b>          How procedures and practices are implemented in your district to ensure overall compliance?          Include: ● LEA procedures to address timely and accurate data submission          ● LEA procedures to address correction of noncompliance (IEPs, Transition Plans)          ● Specific PL offered for overall compliance, timely &amp; accurate data submission, and correction of noncompliance          ● Supervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>Wayne County School System will continue to participate in Georgia's GO IEP Program to write federally compliant IEP's. GO IEP's internal reports help maintain deadlines and they are pulled monthly, reviewed and given to the lead teachers at each school to give to their Special Education Teachers. Procedures are in place to monitor the completion of paperwork and referrals to special education. Emails are sent and cc'd to the building administrator if there are any issues.</p> <p>Wayne County Special Education Department leads a New Teacher Academy every year for all Special Education Teachers coming to Wayne County. Wayne County's Special Education Leadership Team meets monthly and the leadership team meets with Lead Special Education Teachers from each school to give updates monthly from the GADOE email blast and monthly district meetings. Lead teachers take the information back to their designated schools and have a school monthly meeting.</p> <p>The lead teachers at each school check all IEP's for compliance before they are finalized. Monthly Reports are sent in with information on all meetings held for the month.</p> <p>Lead teachers also update their schools student list which is on Google Drive and can be accessed at any time to check for compliance.</p> <p>Wayne County's Special Education Department meets quarterly with all Special Education Teachers to provide professional learning and review and update procedures. Walkthroughs and observations of Special Education Teachers are also completed by building administrators using the TKES Evaluation Tools. Correction Action Plans are written if necessary.</p>
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## 4. REQUIRED QUESTIONS

### 4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

<p>Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement:</p> <ol style="list-style-type: none"> <li>1. In support of well-rounded educational opportunities, if applicable</li> <li>2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need # and action step #/ul</li> <li>3. In support of safe and healthy students, if applicable</li> <li>4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need # and action step #/ul</li> <li>5. In support of the effective use of technology, if applicable</li> <li>6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need # and action step #/ul</li> </ol>	<p><b>Well-Rounded Opportunities</b></p> <p>A phase-in of "The Leader in Me" will begin in the 19-20 school year. "The Leader in Me" framework will be implemented to improve the climate/culture of the district and schools. One of the goals of "The Leader in Me" is to assist students in developing self-efficacy and enhancing self-empowerment. As these skills develop, the goal is that students will feel more successful and more connected to school. There will also be increased emphasis on building social skills, providing leadership opportunities, and embracing the many abilities, skills, and talents of our students. The fine arts curriculum will be strengthened to enhance the academic and creative climate of the schools. A continued emphasis will be placed on opportunities for the gifted and/or children who are not "at risk." There is a need to expand on strengths and talents of all students. The fine arts curriculum will be utilized to promote the creativity of all students.</p> <p>"Choosing the Best" will be utilized in 6th, 7th, 8th, and 9th grade classes to assist students in setting goals, developing healthy relationships, setting limits, developing strong character, and learning skills for resisting peer pressure. Each grade level guide provides teacher guides and student workbooks.</p> <p><b>Effective Use of Technology</b></p> <p>I-Ready is a platform that contains a universal diagnostic screener for reading and math. I-Ready will provide data for the multi-tiered system of supports for both middle schools. After the diagnostic screener, each student will receive a personalized learning pathway to guide teachers and MTSS specialists in providing I-Ready as a Tier 2 intervention, but also as enrichment for students who are on grade level.</p> <p>After review of the curriculum for middle school, it has been decided to study the platforms for the next school prior to implementation. Opportunities, such as "Gifted Activity Day, will still be implemented as part of gifted coursework to provide opportunities for innovation, problem-solving and critical thinking.</p> <p><b>Safe and Healthy Students</b></p> <p>"The Leader in Me" will be used as Tier 1 to address the behavioral, social and emotional health of students. Professional learning around climate/culture will be provided for many staff members as the "Leader in Me" initiative is phased into the entire district over a three-year period. Our efforts will be driven in the desire to present our schools as more inviting and inclusive places, where all children and parents feel safe and welcome. More targeted research-based strategies will be used to identify and support students who are struggling with social/emotional issues. There is a need for more professional learning so that directors and staff members are able to recognize characteristics of a fragile</p>
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Title IV, Part A – Activities and Programming

	<p>child.</p> <p>In reality, it is difficult to separate "The Leader in Me" as a focus on safe and healthy students or well-rounded opportunities. The Leader in Me framework, when implemented with fidelity, should serve to develop leadership characteristics that in essence improves the learning environment and allows for opportunities that students wouldn't otherwise have.</p> <p>Mental health counseling will continue in the Wayne County School System as a Tier III intervention. As the MTSS support specialists work with the Student Services Director, a more definitive approach to moving through the tiers of intervention will be documented and outside counselors will set goals for students in this counseling program.</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>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.</p>	<p>District directors will convene a panel of consultants to collaborate on the action steps pertaining to Title IV. The directors will have ongoing discussions with panel members at least twice a year to discuss implementation and progress of Title IV programs/strategies. Mental health clinical workers and behavioral specialists, along with a foster case supervisor, will provide input as implementation begins so that monitoring and measurement tools can be utilized as intended. This same panel will continue to work with Leadership Wayne as the "Leader in Me" is implemented in four out of the eight schools. Leadership Wayne cohort is a group of community leaders who are dedicated to the progress of the community through service-oriented projects. All members of the 2019 Leadership Wayne Cohort were invited to work with the district personnel on the District Improvement Plan. As a new cohort of Leadership Wayne is selected in September of 2019, they will be invited to join in the work that involves the community in implementing the "Leader in Me" program. The Sex Education Advisory Committee also provides input on "Choosing the Best" curriculum.</p>
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## 4. REQUIRED QUESTIONS

### 4.7 Reducing Equity Gaps

Required Questions

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

<p>Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?</p> <ul style="list-style-type: none"> <li>● Intervention Effective – Equity Gap Eliminated</li> <li>● Intervention Effective – Maintain Activities/Strategies</li> <li>● Intervention Effective – Adjust Activities/Strategies</li> <li>● Intervention Not Effective – Adjust Activities/Strategies</li> <li>● Intervention Not Effective – Abandon Activities/Strategies</li> </ul>	<p>No</p> <p>"Increase the percentage of students missing 6 or fewer days from 48.19% in 2017-28 to 53% in 2018.19."                  2017-18 47.1%                  2018-19 44.0%</p> <p>"Intervention Not Effective - Adjust Activities/Strategies"</p> <p>There will still be emphasis placed on positive messaging for student and teacher attendance but we are looking more deeply at root causes of absenteeism.</p> <p>Chronic absenteeism and patterns of absenteeism beginning from early grades is evident in the school system. The "connectedness" with school seems to be lacking for many students. Surveys reveal that not all students feel safe at school and that many students do not have adults they feel they can confide in at school.</p> <p>There is a plan to provide professional development to staff on creating a culture where students feel safe, accepted, and where opportunities that strengthen the intrinsic motivation to succeed are provided.</p> <hr/> <hr/> <hr/> <p>Yes</p> <p>"Decrease the percentage of office referrals (incident counts) of black students from 45.34% of all referrals (in 17-18) to 40% in 2018-19."                  2017-18 45.34%                  2018-19 42.7% (2129/4991 total referrals)</p> <p>"Intervention Effective - Adjust Activities/Strategies"</p> <p>WCSS did meet the goal to decrease the percentage of office referrals. There will still be emphasis on proactive approaches to discipline instead of reactive consequences, which will most likely affect the number of referrals for black students and for the overall population. There is a need to provide teachers with deescalation techniques and awareness training. Awareness training is needed so that staff may be more "in tune" to fragile students.</p> <p>There is a plan to provide professional development to staff on creating a culture where students feel safe (non-confrontational), accepted, unbiased, and provided opportunities to exhibit strengths, skills, and talents.</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p><b>Provide a brief description of LEA’s success in implementation of FY19 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</b></p>	<p>The LEA has experienced some success in implementation of the FY19 LEA Equity Plan but not to the extent that is needed or desired. There is more of a concern for the data that has become transparent over the last year on attendance and behavior and more discussions on potential strategies are taking place among teachers and leaders. The paradigm shift from "it's the student" to "what can we do?" is taking some time, but it is a process that is moving. Teachers and leaders are very excited about the experiences they've had in the past year visiting "Leader in Me" schools. There are many staff members that understand that the mindset of adults have to change before the mindset of students change. We also are moving in the right direction as staff members believe that putting in time to teach on the "front end" will bring about better results on the "back end." So our goals associated with equity have not changed as much as our proclivity/urgency to action has changed.</p>
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