



Comprehensive Needs Assessment 2025 - 2026 District Report



Meriwether County

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	DR. ROBERT A. GRIFFIN
Multiple Program(s)	Federal Programs Director	CARRIE CHAMBERS
Multiple Program(s)	Curriculum Director	JOANNE BRITT, MONICA MCDANIEL
Multiple Program(s)	School Leader (#1)	MICHAEL PERRY, THADDEUS JACKSON, MELANIE SMITH
Multiple Program(s)	School Leader (#2)	ERICA SHORT, ERIC ALSTON, GINA BARTLETT
Multiple Program(s)	Teacher Representative (#1)	CRYSTAL MOSELEY, TODD HOLLOWAY, GLADYS BIRTS
Multiple Program(s)	Teacher Representative (#2)	DEMONTA PRATHER, KRYSTAL JOHNSON, SHEMIKA JONES
McKinney-Vento Homeless	Homeless Liaison	ALISON BROWN
Neglected and Delinquent	N&D Coordinator	CARRIE CHAMBERS
Rural	REAP Coordinator	CARRIE CHAMBERS
Special Education	Special Education Director	TONYA WALLER
Title I, Part A	Title I, Part A Director	CARRIE CHAMBERS
Title I, Part A	Family Engagement Coordinator	SANDRA BROWN
Title I, Part A - Foster Care	Foster Care Point of Contact	CARRIE CHAMBERS
Title II, Part A	Title II, Part A Coordinator	CARRIE CHAMBERS
Title III	Title III Director	CARRIE CHAMBERS, LYNN PEREZ
Title IV, Part A	Title IV, Part A Director	CARRIE CHAMBERS
Title I, Part C	Migrant Coordinator	CARRIE CHAMBERS

Recommended and Additional Team Members

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	MARCI VINING
Multiple Program(s)	Testing Director	SUZE NEAL
Multiple Program(s)	Finance Director	TOMECKA WOODY
Multiple Program(s)	Other Federal Programs Coordinators	TONYA WALLER
Multiple Program(s)	CTAE Coordinator	CARRIE CHAMBERS
Multiple Program(s)	Student Support Personnel	SUZE NEAL, ALISON BROWN, DAFFANEE LEDBETTER
Multiple Program(s)	Principal Representatives	MICHAEL PERRY, MELANIE SMITH, ERIC ALSTON, ERICA SHORT, THAD JACKSON, GINA BARTLETT
Multiple Program(s)	High School Counselor / Academic Counselor	VEKEKIA LEWIS, JENNIFER KITE
Multiple Program(s)	Early Childhood or Head Start Coordinator	KAREN MCGUIRE, TODD HOLLOWAY
Multiple Program(s)	Teacher Representatives	LYNN ARNDT, WALTER BURGESS, ERIC POYTHRESS
Multiple Program(s)	ESOL Teacher	LYNN PEREZ
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	N/A
Multiple Program(s)	ESOL Coordinator	LYNN PEREZ
21st CCLC	21st CCLC Program Director	IDA FREEMAN
21st CCLC	21st CCLC Site Coordinator or Data Specialist	SANDRA BROWN
Migrant	Preschool Teacher	JANE SPIVEY, LEASIE FOSTER, JASMINE PRATHER
Special Education	Student Success Coach (SSIP)	DAFFANEE LEDBETTER
Title II, Part A	Human Resources Director	MARCI VINING
Title II, Part A	Principal Supervisors	DR. ROBERT A. GRIFFIN
Title II, Part A	Professional Learning Coordinators	JOANNE BRITT, MONICA MCDANIEL
Title II, Part A	Bilingual Parent Liaisons	LYNN PEREZ
Title II, Part A	Professional Organizations	CAROLYN MCKINLEY, ASHLEY HARMAN
Title II, Part A	Civil Rights Organizations	N/A
Title II, Part A	Board of Education Members	CHRIS OWENS, BOB PATTERSON
Title II, Part A	Local Elected/Government Officials	RYAN MOORE, MARK TRIMBLE
Title II, Part A	The General Public	ANGIE SHIRAH, YASHVI PATEL, RHONA ALI, ASHLEY HAWKINS, GWEN COLEMAN
Title III	Refugee Support Service Staff	N/A
Title III	Community Adult ESOL Providers	N/A
Title III	Representatives from Businesses Employing Non-English Speakers	N/A

Recommended and Additional Team Members

Program	Position/Role	Name
Title IV, Part A	Media Specialists/Librarians	WANDA TUCKER, MEGHAN MCLEOD
Title IV, Part A	Technology Experts	LEN DALTON, CHRIS GARSEE, ERIKA SUTTON, DYLAN SHAW
Title IV, Part A	Faith-Based Community Leaders	BOB PATTERSON, E.L. JIMERSON

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	KRYSTAL JOHNSON, MASON BRACKETT, RIVKA GUZMAN
Multiple Program(s)	Private School Officials	N/A - NO PRIVATE SCHOOLS PARTICIPATE
Migrant	Out-of-School Youth and/or Drop-outs	N/A - NO MIGRANTS IN MCSS
Title I, Part A	Parent Representatives of Title I Students	YASHVI PATEL, RHONA ALI
Title I, Part A - Foster Care	Local DFCS Contacts	KENYA LOVETT
Title II, Part A	Principals	THADDEUS JACKSON, MELANIE SMITH
Title II, Part A	Teachers	SHEMIKA JONES, RIVKA GUZMAN
Title II, Part A	Paraprofessionals	CAROL JOHNSTON, KRISTIE BATTLE
Title II, Part A	Specialized Instructional Support Personnel	MARCI VINING
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	ANGIE SHIRAH, RHONDA FULLER, CAROLYN MCKINNLEY, ANGIE SHIRAH
Title III, Part A	Parents of English Learners	LORENZO GARCIA

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	SHANNA DOWNS, JULIE ENGLISH
Multiple Program(s)	Technical, College, or University Personnel	JUDY LOVVERN
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	YASHVI PATEL, RHONA ALI
21st CCLC	21st CCLC Advisory Council Members	IDA FREEMAN, SANDRA BROWN, KAREN MCGUIRE, CRYSTAL MOSELEY
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	N/A

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Migrant PAC Members	N/A
Migrant	Local Farmer, Grower, or Employer	ASHLEY HARMAN
Migrant	Family Connection Representatives	ANGIE SHIRAH
Migrant	Local Migrant Workers or Migrant Community Leaders	N/A
Migrant	Farm Worker Health Personnel	N/A
Migrant	Food Bank Representatives	N/A
Migrant	Boys and Girls Club Representatives	N/A
Migrant	Local Health Department Representatives	SUZI HAMMOCK
Migrant	ABAC MEP Consortium Staff	N/A
Migrant	Migrant High School Equivalence Program / GED Representatives	N/A
Migrant	College Assistance Migrant Programs	N/A
Neglected and Delinquent	Residential Facility(ies) Director(s)	N/A
Special Education	Parents of a Student with Disabilities	MISTY ROGERS
Special Education	Parent Mentors	GWENDOLYN COLEMAN
Title II, Part A	School Council Members	CHRISTI DUNCAN

<p>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</p>	<p>Our School Improvement Committee prioritized inclusivity by selecting stakeholders representing diverse roles, backgrounds, and experiences (teachers, parents, students, and community members) ensuring a wide range of perspectives and meaningful input. This approach fostered shared ownership and addressed the needs of our entire school community.</p> <p>!-a=1--!-a=1--!-a=1-- !-a=1--</p>
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<p>How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?</p>	<p>The team will ensure meaningful stakeholder input by establishing trusting relationships with all stakeholders. By using surveys, focus groups, and open forums, the team will gather feedback. Honest and respectful dialogue will be used during all communications. The team will collaboratively review diverse data sources and ensure all voices are heard and valued during the needs assessment discussions. The team will use stakeholder input to prioritize areas for improvement.</p> <p>!-a=1--!-a=1--!-a=1--</p>
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
1. Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.		
1. Exemplary	A clear understanding of common expectation fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	
2. Operational	The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	✓
3. Emerging	The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
4. Not Evident	The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments		
1. Exemplary	The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	
2. Operational	The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	✓
3. Emerging	The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
4. Not Evident	The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	

GDPS - Learning and Teaching (Standard 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning		
1. Exemplary	The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
2. Operational	The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
3. Emerging	The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
4. Not Evident	The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.07
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.07
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores.
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Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.01
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	1.99
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	1.98
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.02
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.02
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores.
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2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Effective Leadership webinar](#) for additional information and guidance.

Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
1. Exemplary	The well-established budget process allows input from departments and programs and is driven by the needs of the schools and district. Various funding sources are efficiently maximized at the district and school levels.	
2. Operational	The budget process is clearly defined, collaborative, and data-driven, resulting in the equitable, efficient, and transparent distribution of resources to support learning and teaching.	✓
3. Emerging	A budget process is in place, but it does not consistently include collaborative, data-driven decisions. In some instances, resource distribution in the district lacks efficiency, equity, or transparency.	
4. Not Evident	Across the district, individual departments and programs develop budgets in isolation resulting in gaps, duplication, or poor cost effectiveness. District staff serve primarily as controllers of funds and provide little or no assistance to schools on the funding of plans.	

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching		
1. Exemplary	The district allocates and continually monitors the use of time, materials, equipment, and fiscal resources to address both immediate and long-term goals to ensure resources are maximized to support learning and teaching.	
2. Operational	The district allocates and regularly monitors the effective use of time, materials, equipment, and fiscal resources to ensure that they are utilized to support learning and teaching.	✓
3. Emerging	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
4. Not Evident	The district does little to allocate or monitor effectively the use of time, materials, equipment, or fiscal resources to support learning and teaching.	

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching		
1. Exemplary	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
2. Operational	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	✓
3. Emerging	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
4. Not Evident	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations		
1. Exemplary	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	
2. Operational	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	✓
3. Emerging	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	
4. Not Evident	A process is not in use to align policies, procedures, and practices with laws and regulations.	

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching		
1. Exemplary	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	
2. Operational	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	✓
3. Emerging	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently.	
4. Not Evident	The district grants little or no flexibility or inappropriate flexibility to school leaders to improve learning and teaching.	

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals		
1. Exemplary	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	
2. Operational	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	
3. Emerging	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short-term basis as a solution for immediate, pressing needs.	✓
4. Not Evident	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning		
1. Exemplary	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	
2. Operational	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	
3. Emerging	At the district and school levels, staffs engage in a planning process to improve student learning, but limitations exist with data analysis, collaboration, or other issues.	✓
4. Not Evident	A collaborative, data-driven planning process for improving student learning is not in place at the district or school levels.	

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers		
1. Exemplary	The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	
2. Operational	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	
3. Emerging	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	✓
4. Not Evident	The district does not use protocols or processes for problem solving, decision-making or removing barriers.	

Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives		
1. Exemplary	The district has ongoing, comprehensive processes in place to monitor and provide guidance, support and feedback to individual schools as they implement improvement plans, programs or initiatives. The district builds the capacity of school level staff to monitor the implementation and effectiveness of improvement plans, programs, and initiatives.	
2. Operational	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	
3. Emerging	The district has some limited processes in place to monitor and provide guidance, support, and feedback to schools as they implement improvement plans and initiatives.	✓
4. Not Evident	The district does not use structured processes for monitoring or providing guidance, support, or feedback to individual schools as they implement improvement plans or initiatives.	

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	✓
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, but may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations.	
4. Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.07
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.07

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.07
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.07
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores.</p>	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.22
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores.</p>	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Professional Capacity webinar](#) for additional information and guidance.

Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
1. Exemplary	Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measurable, continuous improvement.	
2. Operational	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	
3. Emerging	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	✓
4. Not Evident	Few, if any, processes to increase the effectiveness of leaders, teachers, and staff have been developed or successfully implemented in the district.	

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 3): Guides and monitors the use of a state approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff		
1. Exemplary	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
2. Operational	The district guides and monitors a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.	
3. Emerging	The district offers some guidance for the implementation of a state- approved evaluation system, but some parts of the system are not implemented with fidelity or could benefit from more support or monitoring.	✓
4. Not Evident	The district does little to guide or monitor the implementation of a state-approved evaluation system.	

Professional Capacity Data

GDPS - Learning and Teaching (Standard 4): Ensures that professional learning is relevant and addresses adult and student needs		
1. Exemplary	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	
2. Operational	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	
3. Emerging	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	✓
4. Not Evident	The professional learning at the school and district levels is not relevant and does not address adult or student needs.	

GDPS - Learning and Teaching (Standard 5): Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed		
1. Exemplary	The impact of professional learning on staff practices and student learning is systematically monitored at the district and school levels by examining performance data throughout the year and timely, appropriate adjustments are made as needed.	
2. Operational	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	
3. Emerging	The impact of professional learning on staff practices or student learning is assessed on a limited or inconsistent basis, or appropriate adjustments are not always made.	✓
4. Not Evident	The impact of professional learning on staff practices or student learning is not assessed by district or school staff.	

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.07
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.07
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.16
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.22
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.04
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores.
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2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

Family and Community Engagement Data

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
1. Exemplary	Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	
2. Operational	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	✓
3. Emerging	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
4. Not Evident	Expectations for family and community engagement have not been established across the district.	

GDPS - Family and Community Engagement (Standard 2): Establishes structures which promote clear and open communication between schools and stakeholders		
1. Exemplary	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
2. Operational	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	✓
3. Emerging	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
4. Not Evident	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	

Family and Community Engagement Data

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

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
1. Exemplary	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	
2. Operational	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	✓
3. Emerging	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
4. Not Evident	Communication of district policies and procedures to relevant audiences is very limited or ineffective.	

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
1. Exemplary	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	
2. Operational	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	✓
3. Emerging	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	
4. Not Evident	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.07
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.04
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

Supportive Learning Environment Data

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
1. Exemplary	The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.	
2. Operational	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	✓
3. Emerging	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
4. Not Evident	The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	

GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services		
1. Exemplary	The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	
2. Operational	The district provides, coordinates, and monitors student support systems and services.	✓
3. Emerging	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	
4. Not Evident	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	

Supportive Learning Environment Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
1. Exemplary	Actions of leaders throughout the district reflect a deep understanding of their leadership roles, responsibilities, and expectations. Leaders demonstrate the appropriate skill sets necessary to improve student learning and staff performance.	
2. Operational	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	✓
3. Emerging	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
4. Not Evident	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.07
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.07
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.07
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.07
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.16
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.01
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	1.99
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	1.98
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.02
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.02
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.11
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.22
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.04
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<ul style="list-style-type: none"> ● Title I Surveys ● Special Education Surveys ● Leadership Meriwether Feedback ● School Climate Surveys ● Job Satisfaction Surveys ● Professional Learning Surveys ● Additional surveys from parents, students, staff and community members/leaders ● Feedback gathered from discussions held with stakeholders through formal and informal meetings regarding communication, academic support, and engagement. <p>!-a=1--</p>
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<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<ul style="list-style-type: none"> ● We have put effective, knowledgeable leaders in place to drive our district's improvement forward. ● Students are being held to higher standards and their success is derived from their academic performance. ● We offer many varied opportunities to our students and we equip them with tools they need to be successful. ● The quality and rigor of instruction has increased, but we need to continue to find ways to challenge students. ● Our students' levels of expectations are higher than they have been in years past. ● There are great things happening in Meriwether County! ● Professional Learning opportunities are specific to the needs of our teachers and staff. ● No longer do our schools perceive that students "can't learn or perform." Students, teachers, and staff have had to make adjustments to the demands of high expectations. The increase in rigor and the focus on standards-based instruction has helped to drive instruction and achieve growth. ● As we work to re-brand Meriwether County School System and improve stakeholders' perception of us within the county and state, it has been crucial that we are transparent with our parents and community in order to obtain their support. While we understand that this is not something that we can quickly turn around, we do feel we are making strides and we have generated "buzz" around the community through social media outlets and the local newspaper. ● More stakeholders are attending meetings, asking questions, visiting schools, and spreading the word that Meriwether County Schools are improving their climate, environment, and quality of instruction.
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	<ul style="list-style-type: none"> ● Many stakeholders advise us to "share our story" more. We need to continue improving our public relations, highlighting and promoting the good things we are doing, to increase the number of stakeholders who know what great strides our schools are making.
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<ul style="list-style-type: none"> ● District and school policies, procedures, and protocols ● Monitoring documents ● Student participation in school activities ● Student participation in special programs ● Parent / student participation in college information meetings, parent workshops, etc. ● Student attendance data ● iReady data ● Capturing Kids Hearts data ● PBIS data ● Behavior and discipline data ● MCSS Strategic Plan ● COGNIA reports/data ● CTAE and Dual Enrollment participation and student performance data ● Wrap Around Center referrals and services provided data ● Student survey data ● Staff survey data ● Balanced Scorecard data ● Strategic Plan benchmarks ● SAT / AP data including participation rates and student scores ● Check and Connect data ● SWARM data ● Mentor data
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<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")</p>	<p>Attendance continues to be an issue with our students. We have implemented many new strategies and held parents accountable for their children's attendance. We purchased a program that has helped us track student attendance and send letters to parents. Local authorities are helping us crack down on this issue.</p> <p>The climate and culture of all our schools have drastically changed for the better. Safety is a priority for staff and students. The measures we have taken have helped improve the culture and climate across the district. Our use of PBIS and Capturing Kids Hearts has yielded positive results, improving interactions and relationships among our staff and students. The number of discipline referrals has decreased and the amount of time students spend in class and actively engaged in learning has increased.</p> <p>Mental health has become an important issue for our students. Our Wrap Around Centers have hired mentors to provide students with mental health resources, counseling, and academic support. We have also provided students with learning options (a Flexible Learning Program and a virtual learning option) to better meet their needs while still engaging them and helping them graduate and succeed.</p>
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	<p>With our Strategic Plan driving our decision making, we see where we have progressed in the area of efficiency. Areas that we continue to build and strengthen include our structure of leadership systems to methodically, intentionally, and effectively improve our processes and procedures. Additionally, we see a need to improve our monitoring processes and communication to ensure that we are effectively supporting the learning environment and providing comprehensive services to students to meet their unique needs.</p> <p>Student participation in Dual Enrollment programs continues to grow. More students are taking these courses online rather than in-person, due in part to transportation issues many of our students face. We have observed student growth and academic progress based on our consistent use of iReady diagnostics and interventions. Moving into year 5, we anticipate continued growth and academic improvement. More of our students are graduating with multiple pathways (FINE ARTS, CTAE, FOREIGN LANGUAGE, ACADEMIC) and many students are earning industry credentials in our high-demand CTAE pathways.</p>
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<p>What achievement data did you use?</p>	<ul style="list-style-type: none"> ● Student Lexile levels ● GMAS data ● EOCT data ● EOPA data ● CCRPI data ● Teacher observations ● iReady and Growing Readers data ● Formative assessment data (common assessments, Assesslets, GKIDS Readiness, Read180, etc.) ● Benchmark data (Acadience, PPVT, PALS, HMH, iReady, etc.) ● Student Growth Models ● Universal Screeners ● SPOTLIGHT data ● CKH data
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<p>What does your achievement data tell you?</p>	<p>Learning loss is still evident in specific areas, but we are addressing and monitoring these areas with the use of school interventionists, strategic implementation of curriculum resources, district walkthroughs, and monitoring student data.</p> <p>We continue to struggle in getting students to come to school and engage in learning. Students seem to have more mental health challenges, apathy, and lack of engagement in recent years. Strategic programs (A2A, MIST, CKH, Check and Connect, PBIS, etc.) are used to address such issues and help with student engagement.</p> <p>Unfortunately, our district experiences a lot of teacher turn-over each year. We hate that we can't seem to keep teachers for long tenure, and we are working on ways to improve this so that our students have consistency.</p> <p>We also find ourselves employing staff that require an "alternative certification program" so they need more support than traditional</p>
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	<p>certified teachers (Instructional coaching, paying for teacher certification exams, paying a portion of teachers' TAPP fees). We also provide strategic PL, support new teachers through our New Teacher Induction Program, and offer subject-specific incentives in areas of great need, such as Math.</p> <p>The consistent model of standards-based instructional practices has helped our students be better prepared for assessments and obtaining student achievement.</p> <p>Areas Needing Improvement:</p> <ul style="list-style-type: none"> ● Improving Tier I instruction ● Mastery of standards in all content areas ● Reading and writing skills ● Student Lexile levels ● Getting "back to the basics" and making sure that all teachers follow the same expectations and protocols (The Meriwether Way) ● Teach our teachers how to collect, analyze, and use multiple data sources to drive their instructional decisions ● Provide support for our students to meet their emotional needs ● Meet the needs of all subgroups, tiers, and levels of learners <p>Our focus for the coming year will be to:</p> <ul style="list-style-type: none"> ● Provide strategic professional development for our teachers and leaders ● Utilizing data to inform and guide instruction ● Strengthen Tier I instruction ● Learn strategies to increase student engagement during instructional activities ● Learn specific reading strategies to increase students' reading abilities and Lexile levels ● Provide literacy coaching ● Identify and implement specific strategies for students with disabilities ● Identify and implement interventions to close achievement gaps for students receiving Tier II and Tier III instruction ● Use benchmark and formative assessment data to adjust instruction and improve student achievement ● Utilize school interventionists to help close achievement gaps ● Continue to provide social and emotional support for our students
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<p>What demographic data did you use?</p>	<ul style="list-style-type: none"> ● Student enrollment data ● Student attendance data ● Ethnicity data ● Gender data ● Subgroup population data (at-risk, low income, SWD, EL, etc.) ● District and county demographic data (household income, household education levels, etc.)
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<p>What does the demographic data tell you?</p>	<p>The demographic data that we examined revealed that we provide supports and access to help ALL subgroups be successful. Our student demographics for this district have not changed much over time.</p> <ul style="list-style-type: none"> ● Children under the age of 18 = 21.7% ● Our district has a poverty rate of 24.4% which is higher than the state average of 14.3%. ● 23.6% of our households are considered food-insecure. ● 39% of our students live in single family homes. ● 33% of our students live in poverty. ● 57% of our households lost employment income due to COVID-19. ● 163 children enrolled in Georgia's Pre-K Program in our county. ● Our EL population is very small (25 in the district and 8 that are still being monitored). We have one ESOL teacher who works as an advocate to these students to direct resources to them and their families. ● We do not have any migrant students. ● The identified homeless population is very small. We address the needs of these students as they arise and we ensure they remain in their school of origin. ● The Foster Care population is large, but the number of qualified foster families in this district is so minimal that sometimes these students are forced to be placed in other communities, making it impossible for them to attend school in our district. ● The Asian/Pacific Islander subgroup is very small. ● The majority of our students are economically disadvantaged. <p>The demographic data review also revealed that our student enrollment remained relatively the same from the previous year. We have had a number of families move to neighboring school districts in order to provide their children with additional resources that our district does not have. Because our district is rural and funding continues to decrease, it is crucial that we use our federal funds in a deliberate, strategic way that will yield positive changes in our district.</p> <p>Our district is working hard to continue improving the culture, expectations, and academic achievement of students to strengthen our schools and hopefully regain students in our district. The communities in our district have joined us in our efforts to change the culture and climate of the district.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>There have been gains in developing the tools and processes with which to collect and monitor student, teacher, and leader needs. Effective implementation is dependent upon clear understanding of the processes embedded within each step. The trends and patterns observed regarding MCSS's Coherent Instructional System indicate that we do a good job with delivering standards-based instruction and (for the most part) we are using data to drive instruction.</p> <p>Areas needing improvement:</p> <ul style="list-style-type: none"> ● Improve teacher retention ● Strengthening our Tier I instruction ● Developing and using pacing guides with fidelity ● Implementing benchmark assessments with fidelity ● Continue to use data to make instructional decisions ● Improve literacy at all levels ● Increase the prevention and early detection of literacy delays ● Promote early literacy programs ● Provide interventions to assist students in reading and writing (interventionists, programs, remediation, tutoring) ● Effective curriculum materials ● Structured learning environment ● Engaging, data-driven, rigorous, evidence-based instruction that meets the needs of all learners ● Ensure students master content to be competitive in a global society ● Provide interventions to close achievement gaps ● Identify specific strategies to meet the needs of students with disabilities ● Help new teachers understand the MERIWETHER WAY expectations ● Identify specific strategies for increasing student Lexile levels ● Provide enrichment programs to increase the ability of students to become well-rounded. ● Provide instructional resources for Science and Social Studies ● Monitor processes for collaborative planning, data talks and professional learning to ensure its effectiveness <p>Title funds have helped supplement our funding for instructional resources and providing quality job-embedded professional learning for our teachers and leaders. We will continue to monitor and observe</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>student achievement to determine the areas of need in strengthening our teachers, differentiate professional learning to meet the specific needs of our staff, and utilize effective strategies to increase teachers' professional knowledge. We will continue to utilize Title funding to support the efforts of enriching our instructional programs, providing supplemental services, bridging learning gaps, and to provide resources to improve literacy of students in our district.</p>
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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>We continue to strive for improvement in developing a sound, effective leadership team that will set the direction for the schools and the district to be successful in fulfilling our mission. District-specific processes (The Meriwether Way) have been developed to ensure that the district continues to move in a positive direction. School leaders will work to ensure that all teachers utilize these processes and identify those that need additional support. Our leaders recognize the importance of their hands-on involvement in the instructional development process and understand the actions necessary for continued improvement to occur. We will continue to provide our school and district leaders with opportunities to collaborate and monitor the vision and mission of MCSS.</p> <p>Strengths:</p> <ul style="list-style-type: none"> ● Support for school and district leaders (Initiative One, The ONE Program) ● District walkthroughs to ensure district expectations (The Meriwether Way) are being met ● Communication with district and school leaders ● Processes are in place so that all schools are effectively planning and monitoring programs <p>Challenges:</p> <ul style="list-style-type: none"> ● Finding time to provide coaching and professional learning ● Attracting and retaining highly effective, growth-minded personnel committed to the success of each student ● Scheduling professional learning so that leaders can participate and not be out of the school building ● Gaps in learning outcomes as a result of not all teachers following district expectations with fidelity ● Providing timely guidance and feedback to leaders as they build school improvement plans ● Building and retaining teacher leaders (we invest and build their skills, but they quickly leave our district...constant turn over)
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Strengths and Challenges Based on Trends and Patterns

<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The district ensures professional learning is evidence-based, relevant, job-embedded and addresses both adult and student needs. Leadership opportunities have been provided to develop teacher leadership skills. The district guides and monitors the state-approved evaluation system to ensure fidelity of implementation and to accurately evaluate the level of effectiveness of both leaders and teachers.</p> <p>Strengths:</p> <ul style="list-style-type: none"> ● MCSS induction/teacher mentoring program ● Effectively assess the needs of our leaders and provide job-embedded leadership training opportunities ● Hire, improve, and retain good leaders ● Provide training for our Instructional Coaches ● Providing job-embedded professional learning for our teachers and leaders <p>Challenges:</p> <ul style="list-style-type: none"> ● Inconsistency in evaluating the effectiveness of professional learning ● The high number of new teachers we employ each school year creates challenges in ensuring that student learning is consistent. (New teachers need more PL and support to help them learn and grow professionally.) ● Professional learning for utilizing formative and summative assessments to drive instruction is needed ● Differentiated professional learning is needed to better meet the specific needs of all our staff members ● Obtain and utilize more coaching resources to improve Tier I instruction district-wide ● More effective classroom management training is needed for select teachers ● We need to closely examine TKES data, student achievement data, and district walkthrough data and analyze the discrepancies. TKES ratings are high, but student achievement is not proficient. We need to identify the causes and make corrections. ● Scheduling issues for professional learning: teachers are frequently pulled from their classrooms and instructional time is lost ● Continued participation in the SWD Performance Academy with GLRS to focus on co-teaching and incorporating High Leverage Practices. <p>Our recruitment and retention practices continue to be a struggle, but we continue our efforts to obtain and keep effective leaders and teachers. The use of Title II funds to help us in our efforts has been very helpful in recruiting people to enter education and obtain their teaching certificate. While there are some factors beyond our control that often lead to the gaps in retention, we are working to address the factors we can control and improve the climate and culture of our schools so that teachers and leaders will feel a sense of appreciation and self-worth. Ultimately, we strive to support our teachers and leaders so that they feel a sense of community and know their value to our district.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>It is important to maintain communication and transparency with stakeholders and maintain an open line of communication. It is important to provide support to ALL stakeholders and to gain input from all in order to keep moving the district forward. The district has made considerable gains with involving stakeholders in district and school planning and initiative implementation. Throughout the past few years, we have observed a commitment of stakeholders across our district. Through programs, such as local School Councils, PTSO's and Advisory Committees, stakeholders are starting to take ownership in their roles and have more of a voice than in years past.</p> <p>areas of strength:</p> <ul style="list-style-type: none"> ● Stakeholder involvement in the development of our system's Strategic Plan has developed consistency among schools and district with increased accountability for district decisions/plans. ● All schools have widened their avenues of communication to include the use of social media to help share information and involve stakeholders. ● Schools have posted "live" presentations, links to surveys, photos and announcements to make sure that parents and community stakeholders have access to information. ● Community leaders and citizens have joined us in the endeavor to promote our schools and revive the climate and culture within our district (Leadership Meriwether, Rotary, Kiwanis). We are continuously looking for ways to involve parents, families and community in the support, engagement, activities, and improvement of education and advocate for our schools. ● Participating in Leadership Meriwether so that we can share all of the great things our school district offers with community stakeholders. ● Installation of marquee signs at each school ● Implementing programs with outside stakeholders (Morehouse College, BETA, REACH Scholars) <p>Areas of challenge:</p> <ul style="list-style-type: none"> ● Finding ways to get parents to attend events that Build Parent Capacity (workshops, meetings, etc.) ● Board Recognition of students, teachers and parents at Board Meetings need to increase ● Getting parents "back in the buildings" and willing to volunteer and work with the schools on a daily basis ● Parent apathy - their lack of participation in helping their students and wanting to get involved is a real issue.

Strengths and Challenges Based on Trends and Patterns

<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>A supportive learning environment is the key to having a successful school district. There are many factors that contribute to a supportive learning environment including: safety of our students, student supports, resources for parents, support of teachers and leaders, effective classroom instruction, programs to support the diverse needs of students, and consistent protocols.</p> <p>areas of strength:</p> <ul style="list-style-type: none"> ● Capturing Kids Hearts has been a very effective program and we have one Elementary school that has been recognized for 3 years straight as the National Showcase School for this program. ● PBIS has been an effective tool in addressing the behavior and attendance issues in our elementary and middle schools. ● Standards Based Instruction in our classroom has ensured that students are effectively taught the standards they are assessed on with Milestones. ● Safety protocols have been an effective tool in keeping our students and faculties safe (Crisis Plan, Red-Ribbon Week Activities, Intruder Locks, Love Like Lexi, Active Shooter, Centegix Alert Badges, Front Door Secure Access Systems with monitors, Kloud K12 Video Cameras in classrooms, high security cameras throughout schools, additional SRO's) ● Communication has improved to include multiple medias for disseminating information to stakeholders. ● Providing 21st CCLC programs for students enabling them to receive remediation and enrichment services. ● Strategic professional learning for teachers on progress monitoring and writing IEP goals. ● Maintaining a multi-tiered system of supports to address achievement gaps, teaching strategies, technology resources to meet the needs of students and their disabilities. ● Providing support for Tier 2 and 3 students (Strategies and PL have been developed to assist teachers with interventions for student success.) ● Implementing an early warning system at the middle and high schools has helped identify students that are "falling in the cracks" so that we can provide support to them ● Providing services to students and their families to support their needs (food, clothing, mental health, college & career, counseling, etc) through the creation of Wrap Around Centers ● Contracting with a Student Mentor Program (Check and Connect) has provided our students with additional support at each middle and high schools. ● Apply for and receive additional State and Federal grants to support our needs (L4GA, CS4GA, Safety Grant, Title IV stART Grant, Dollar General Grants, 21st CCLC Grant, and Workforce Development Grants) ● Acquired an Early Literacy Coordinator to help us bridge the gap and support literacy (community outreach programs with day-cares and Head Start, parent trainings, Read-n-Feed programs, assist with the back to school bash)
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Strengths and Challenges Based on Trends and Patterns

	<ul style="list-style-type: none"> ● PL was provided in the area of functional behavioral assessment and intervention plans for students needing behavioral support. ● Effective teaming to analyze universal screening data as well as academic and behavior indicators to identify students in need of intervention/support ● Hired a school social worker to assist with providing students and parents with resources needed to meet their physical and educational needs to support learning at home and in school. <p>areas of challenge:</p> <ul style="list-style-type: none"> ● Strengthen our Tier 1 instruction in order to aid in supporting our multi-tiered system of supports to address achievement gaps, teaching strategies, technology resources to meet the needs of these learners. ● Ensure that all intervention times are being implemented effectively and used with fidelity. ● Mental Health Issues in students are growing. Implement mentoring programs for ALL students. (Currently we provide them for Middle and High School students) ● Student attendance is poor - Parent apathy towards this issue is growing ● Acquiring 21st Century capabilities through improved technology applications (internet, broadband)in the community ● Enhancing our multi-tiered system of supports to address achievement gaps, teaching strategies, technology resources to meet the needs of students with disabilities. ● Providing more strategies and support for Tier 3 students in the way of mentoring to help meet the needs of these learners. ● Improve communication within our own district office regarding "tech" tickets and "maintenance" tickets for repairs. ● Provide behavioral supports for elementary students (Alternative program) ● Train our school staffs on Social Emotional development and Alternative Strategies to improve the learning environment. ● Include more STEM activities in our schools and extend these opportunities to our EL students. ● Finding ways to accelerate the gifted elementary students in math and reading ● Increasing our opportunities to attract and retain highly effective, growth-minded personnel committed to the success for each student. ● Training staff on new dyslexia (SB48) requirements and Georgia Early Literacy act (HB538) ● Training staff on the new ELA and MATH standards / resources
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Strengths and Challenges Based on Trends and Patterns

<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The socioeconomic status of our students/community as well as budgetary limitations is detrimental to student achievement. The average poverty rate in our district is 16.6% (vs. GA rate of 12.9%), and the majority of our students qualify for free meals. The median household income is 72% less than the state average. All six of our schools are school-wide Title I schools. Limited industry & job opportunities within the district have contributed to low socioeconomic status and a limited number of businesses available to serve as partners in education. We have been very fortunate to apply and receive multiple grants over the last few years to help assist us in providing our students with supplemental programs and services. 55.3% of the children ages 3 and 4 are not attending preschool. Student enrollment continues to decline in our school district which leads to a decrease in funding allocation for schools. While we have improved financially as a school district and been able to keep a positive budget, we are financially still unable to meet all of the needs of our schools. Having Federal Funds to supplement our Title I Schools has assisted us in meeting the needs of ALL students. Without grants, we would continue to struggle to provide programs, resources, and support for our students and families.</p> <p>With all of these factors, we observed substantial improvements this year to reduce our budget constraints and finish the year with a positive fund balance. Our retention of employees is getting better, but we have a long way to go. We will be focusing on improved, creative efforts in recruiting new staff members. All in all, we are improving in these areas.</p>
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<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Although the school system has made improvements in many of the areas of our state standardized assessments, literacy remains one of the biggest concerns across the district. In all tested grades, ELA scores are well below state average, and are lower than the majority of our other tested content areas as well. As a district, our lexile levels are below state average, and are not improving at a steady rate. Acadience data for students in Kindergarten through 3rd grade also indicate below level performance in the area of literacy. With the new Math standards having just rolled out, we do not currently have data to determine the mastery of standards. GMAS data will not be available until FALL FY25.</p> <p>Since the pandemic, our students have suffered learning loss and our focus in FY25 will be to continue to provide supplemental services (ELA and Math Interventionists, social workers, summer school and after school programs) and instructional resources to help students recover. While things have improved over time, the consequences of not having in-person/direct instruction for 1.5 years, has had a direct effect on certain grade levels. Missing that crucial instruction has showed significant delays in all areas of their achievement.</p> <p>Additionally, with the challenges of meeting the educational needs of</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>student through virtual learning, we have found that student achievement has also suffered. Results from Milestone Data have shown that those who attended school virtually, also have delays and learning loss. Our focus is to get ALL Students back to "in-person" learning in FY25. We are encouraging more families to decline the virtual options due to these students now showing academic growth like they would if they were attending "in-person" learning.</p> <p>Special education scores remain a concern as well as our students receiving intervention services. Tier II and Tier III students still need supports and interventions. With the challenges from the Pandemic, we have continued need to provide our students with disabilities more support than before. The special education department will need to target training for our teachers with specific instructional strategies designed to meet the needs of students with learning disabilities. A move from the approach of providing accommodations to providing strategies for students to apply will result in significant improvements in student achievement.</p> <p>Rigor / student expectation will continue to be an area of focus for the upcoming school year. A large percentage of our students are scoring developing rather than proficient or distinguished. Working with teachers on understanding the expectation of the standards, and giving formative assessments that meet the expectation of the standards needs to be one of the curriculum and instruction teams priority focus. By setting the appropriate expectations at the Tier I level, we should be able to make significant improvements.</p>
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IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths	<p>The Special Education Department consistently reviews and refines its current practices, processes and procedures to address student needs. This need was driven not only from the historical trends and patterns regarding the decline in SWD achievement, but also due to the lasting impact that learning loss has had on access to instruction. This year, the department will continue its approach of assessing teacher knowledge regarding IDEA and best practices and continue the use of special education professional learning communities within each school. Through partnerships with outside agencies, such as West GA RESA and GLRS, professional learning opportunities were provided to guide special education teams through a systematic process of understanding how student disabilities affect learning, identifying relevant student needs, and matching those needs in the classroom</p>
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IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

	<p>through the Universal Design for Learning. Also, through the continued practice of IEP monitoring through monthly audits, coaching opportunities continued to lead to a reduction in non-compliant IEP's and an increase in teacher knowledge regarding the function of the IEP and its components. Another strength to note is the fact that discipline practices have continued to improve amongst this population, as the district has celebrated not facing disproportionality for 3 consecutive years. Likewise, through partnerships with agencies such as Positive Behavior Supports and the implementation of having BCBA's, RBTs and a Behavior Therapist in the schools and through incorporating PBIS and CKH, special education has seen a positive decline in student referrals for students with disabilities.</p>
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<p>Challenges</p>	<p>The Special Education Department continues to recognize the challenges that exist and has updated its action plan aimed at improving practices at both the district and school levels. In FY22 and 23, we successfully created an Early Warning System Framework for the secondary schools, but due to consistent turn over, a plan for continuous training is still needed to meet the demands, as new teachers are added to the teams each year. Likewise, new teachers entering into special education within the district, continues to be a challenge as several of them have less than 1-2 years of teaching experience. To mitigate this, a new HLP Teacher Academy for Special Education Teachers has created and will be implemented over the course of the 2024-2025 school year. Therefore, the district is trying to work through not only teaching them how to successfully organize and run a classroom but also teach them about the students that they have and how their disabilities affect them. During this school year, we are going to continue to focus on making sure that co-teachers incorporate high-leverage practices and provide scaffolded professional learning opportunities that will ensure that our SPED teachers have necessary training to deliver successful instruction.</p> <p>As with many educational programs, challenges arise that affect general program implementation. Learning loss, program costs and high % of SWD continue to be challenge when it comes to student achievement and the allocation of services and resources. Additionally, recruitment of professionally qualified and capable teachers also continues to be a major challenge. As the scarcity of qualified applicants grows (as a result of teacher attrition), the demands placed on the Special Education Department to recruit, hire and train TAPP teachers also grows.</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<p>Because we are a small rural school district, our local and state funds are much smaller than large urban districts; therefore, Title I funds are a benefit to our district in having additional funds to supplement our instructional program. These additional funds help us to provide supplemental resources that:</p> <ul style="list-style-type: none"> ● enable us to implement technology in the classroom for student engagement and PL to train teachers in using different modes of technology to support instruction ● will provide salary and benefits for teachers to serve as Title I Teachers ● will provide salary and benefits for ELA and MATH interventionists ● deliver engaging, data-driven, rigorous evidence-based instruction to meet the needs of students ● support parent and family engagement programs and capacity building activities in our schools and at the district level ● provide a family engagement coordinator at each of the schools ● create collaborative, safe, and supportive learning environments for students and staff to increase academic achievement and promote inclusivity and cultural understanding ● provide evidence-based instructional resources to support and enhance the academic instructional programs in the schools ● continue to provide evidence-based formative assessments for our EOG and EOC courses that are aligned to the Ga Milestones ● help to support the learning environment and improve school climate ● provide culturally enriched programs that promote the well-rounded child ● support staff and leadership teams to work off-contract to help identify and put into place interventions aimed to increase student achievement, collaborate to develop a school improvement plan, and work on designing pacing guides and common assessments ● support our schools with PBIS and CKH
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Challenges	<ul style="list-style-type: none"> ● The ever changing / slow decline in student enrollment. One thing we typically see in our area among the low-income families is the shift in where and how often these students move in the district. Students and families move throughout the county to find cheaper housing and enrollments shift which creates imbalance. ● Gaps in teacher efficacy, pedagogy, and content knowledge ● Providing more professional development to support teachers and aspiring leaders to help them grow and understand what it takes to make effective decisions for student achievement. ● A lack of PL days built in the calendar (so PL impacts instructional time and planning time) ● Building PLC's (we have singleton teachers in upper grades) ● Retention of good quality teachers (moving away from our district to find jobs closer to where they live / higher pay) ● Hiring of TAPP teachers with little or NO experience in the
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I - Part A - Improving Academic Achievement of Disadvantaged

	classroom.
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Title I, Part A - Foster Care

Strengths	<p>The welfare of foster care children in our district is of the utmost importance. To ensure that these student's needs are included and considered, we work collaboratively with the state child welfare agency (DFCS) and other cooperating agencies in our district. This joint collaboration helps us to ensure that these students have resources available to them, that their needs are monitored and met at the school level, and that transportation is in place to ensure that they have the means to continue at their school or origin (when it is most practical). We provide opportunities for staff to attend Professional Development training and we provide PL at the school level to ensure that our staffs are cognizant of the challenges these students face. Our social worker works endlessly to track these students and help provide supports to the students as well.</p>
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Challenges	<p>The challenges that our district faces include:</p> <ul style="list-style-type: none"> ● a limited (few) number of qualified foster care families in our district ● lack of DFACS location and case workers in our district ● foster care students are more often placed outside of our district and the distance is so great that its not always feasible for these students to remain in their school of origin due.
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Title I, Part A - Parent and Family Engagement

Strengths	<p>Our Parent and Family Engagement Program has improved and grown stronger over time. The feedback from our parents and community has been very positive this school year and we have improved our communication so that more families are aware of what what is going on in our schools. With the appointment of School Family Engagement Coordinators (FEC's) at each of the seven schools, we have been able to support families across the district. The coordinators meet monthly to collaborate, share ideas, and identify parent capacity building opportunities. As a result, we have identified these strengths:</p> <ul style="list-style-type: none"> ● Activities to build parent capacity are offered at all schools for parents to learn strategies to help their children succeed. ● Communication has improved and more avenues are being used to
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Parent and Family Engagement

	<p>share information with stakeholders.</p> <ul style="list-style-type: none"> ● Community Action Groups (21st CCLC, Get Meriwether Reading, Parents as Teachers, L4GA, AURS, Family Connections) have also taken a role in educating parents by hosting different parent engagement meetings to support family resources and literacy education.
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<p>Challenges</p>	<ul style="list-style-type: none"> ● Schools have observed a decrease in engagement in activities related to building their capacity. ● Stakeholders have shown a decrease in attending school programs and meetings since the Pandemic ● Decline in PTO, School Councils, Advisory Committees in the schools to support efforts to increase student achievement. ● The need to expand workshop locations and increase meeting times for parents to attend activities. ● "Resources" (shopping, food, services) available to parents in our area. We are a small rural community, and we have limited resources in our geographical area. Many parents and families have to travel outside of our district to get resources. This can be challenging for many families due to their economic struggles. ● Keeping student information updated and current in our Student Information System (Infinite Campus). Families often change their home locations and phone numbers throughout the year due to economic issues. It's hard to contact parents/family members during the year when the need arises. ● Breaking the barriers of apathy (of our parents) and helping them to see the positive difference more participation can make in their child's education. ● Helping our parents take on an active role in helping to educate and support their children (Parents as Teachers). ● Keeping our registrar's trained on the use of Infinite Campus and that they are following processes.
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	Our school district has not had any migrant students for several (more than three consecutive) years. Each month, the migrant liaison communicates with all school principals to determine whether or not any new migratory students have enrolled in their schools. When students enroll in MCSS, an Occupational Survey is completed by their parents/guardians. These surveys are forwarded to the DOE at the end of each month. In addition, our ESOL teacher makes contact with the families of EL students in the area to determine if any students have moved into the area and need to be identified. If any migrant students enter our district in the future, we will provide resources to ensure that these students' needs are met. Our Title I Director and the ESOL teacher are provided Professional Development in how to report, work with, and support migratory students.
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Challenges	Our school district has not had any migrant students for several (more than three consecutive) years.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	Meriwether County no longer has a Neglected Facility. Previously, we had one Neglected Facility, Good Shepherd, but as of June 2025, this facility has moved to a different county.
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Challenges	Meriwether County no longer has a Neglected Facility. Previously, we had one Neglected Facility, Good Shepherd, but as of June 2025, this facility has moved to a different county.
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Title II, Part A - Supporting Effective Instruction

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES:
"100% transfer of FY25 Title II, Part A funds."

Strengths	<p>Because we are a small rural school district, our local and state funds are much smaller than large urban districts; therefore, Title II funds are a benefit to our district in providing supplemental resources to support effective Professional growth opportunities for teachers and leaders to help them grow professionally, improve their instructional practices, and become professionally qualified.</p> <p>These additional funds support:</p> <ul style="list-style-type: none">● the ability to recruit others from different careers to become teachers through the Ga TAPP program● the ability to recruit and assist para-professionals and non-certified staff become teachers (GACE Testing)● a tiered induction program to provide support for new teachers.● a mentor program to support new and struggling teachers● the training of teachers to deliver quality instruction in the classroom.● the district in providing evidence-based, high-quality, personalized professional development to yield effective teachers and leaders.● the training for teachers to become highly skilled and endorsed to support students in Gifted/ ESOL / Math and SPED services.● the training for Advanced Placement (AP) teachers to support Gifted and high-achieving students● Developing school leaders
Challenges	<p>The challenges we face with having Title II Funding are minimal as compared to the strengths that it provides.</p> <ul style="list-style-type: none">● Recruitment and Retention● Finding the time for our school staff to participate in professional learning.● Finding certified staff to meet our needs (the right certifications)● Not having enough staff to meet the academic needs● Not having subs to fill in for teachers when they are absent due to illness or if they are away at a training.

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency. ● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).

● If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

Strengths	<p>Our EL population is very small in our district. Students are supported by the instruction of an ESOL teacher who utilizes both PUSH IN and PULL OUT delivery methods.</p> <p>All teachers are cognizant of the needs of each EL student and his/her family. Effective communication is essential to student success, so we ensure our EL students and their families have translated materials and representation at all meetings. English Learners have access to all programs offered in the district including EIP, SPED, and Gifted.</p> <p>Progress monitoring and various assessments are completed frequently to ensure all students are receiving the appropriate instruction. The ESOL teacher also engages with parents/families to help teach them language skills and eliminate gaps in communication.</p>
Challenges	<p>We have 24 ESOL students in our district (among our six schools). The distance between schools is vast, which limits instructional time because our one ESOL teacher must travel from school to school. New students at lower levels of English proficiency often enter the district with a limited educational background and require a great deal of support. Providing intensive language instruction along with a rigorous academic curriculum is a challenge, as is providing additional academic programs/opportunities for these students to help them grow and develop their skills (ex: STEM programs).</p> <p>In FY26, we plan to use Title I funds to help provide software programs and resources for EL students to help to support their learning. We will also provide well-rounded STEM activities through our after school/summer school program, where our EL students will be supported as needed.</p>

Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	<p>Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. Meriwether County schools follow federal guidelines (coordinated with the McKinney Vento Act) to ensure that the students in our district are identified and receive services.</p> <p>The Meriwether County Homeless liaison works with homeless students and their families to ensure stability in enrollment in school; that they have adequate transportation and health-related medical attention (as necessary); they have the school supplies they need for success in the classroom. These students/families are provided district services for which they are eligible, including comparable pre-school programs, Title I, similar state programs, special education, programs for students with limited English proficiency, vocational and technical education programs, gifted and talented programs, and school nutrition programs. Meriwether County has maintained a joint collaboration with surrounding counties to ensure students that are homeless have the means to attend their school of origin has been strength for our district. We have formed a consortium to support each other (surrounding counties) and we meet once a year to discuss common issues and work collaboratively to assist the students that may transfer to locations within our geographical regions.</p>
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Challenges	<p>Some of the challenges we face include:</p> <ul style="list-style-type: none">● Effects of Mental Health Issues have shown an increase in the number of students that have qualified for McKinney Vento and we predict that this will continue into FY25.● Schools following procedures and notifying the district HOMELESS liaison. (We see a need for follow up training with school staffs)● Families do not keep in contact with the district liaison and often we lose these families because they move in and out of the district frequently.● Our district does not receive Title IX funds, so the funds used to help the homeless come from set-aside Title I funds. We set-aside funds to help with the supplemental educational expenses that may occur as a result of a student qualifying as McKinney Vento. The ESSER - ARP Funds we received in FY22 for Homeless Students was a great help. We were able to provide additional supports to these students and their families that we haven't been able to do before.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES:
 "100% transfer of FY25 Title IV, Part A funds."

Strengths	<p>With the addition of the Title IV Grant, we have been able to offer many opportunities within our district to provide all students with access to a well-rounded education, <u>improve school conditions</u> for students learning and <u>improve the use of technology</u> in order to improve the academic achievement and digital literacy for all students.</p> <p>Being able to provide an enriched curriculum and educational experiences has strengthened our school programs and provided learning experiences across a variety of courses. Students have had the ability to explore areas outside of the traditional content areas. With the addition of these funds this year, we were able to:</p> <ul style="list-style-type: none"> ● Incorporate Fine Arts and STEM/STEAM multi-disciplinary programs into our schools. ● Provide supplemental resources to improve school conditions for student learning (safety PL, Drug-free and Bully-free programs). ● Provide resources (equipment, supplies) for our FINE ARTS programs to help students grow, experience, and expand their skills in Fine Arts (Band, Music, Art) ● Provide support to our Alternative program and enhance their mental well being with intervention curriculum resources ● Improve our school culture and climate (PBIS/Capturing Kids Hearts) to help reduce discipline, improve positive behaviors and improve attendance ● Transfer funds into Title I to support student achievement. ● Paying for (School day) SAT, PSAT, and AP exams for our economically disadvantaged students
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Challenges	<p>We did not have any challenges to this student support and academic enrichment grant program this year. For FY25 we plan to use the remaining amount of funds (after we transfer funds to Title I) for the same focus as did in FY24 (see above).</p>
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Title I, Part A - Equitable Access to Effective Educators

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Equitable Access to Effective Educators

Strengths	<ul style="list-style-type: none"> ● Our district has developed a solid leadership team and we continue to implement strategies to recruit effective educators. ● Retention has improved over the last two years, but it is not at the level we would like. ● Changes to our Personnel Office have been positive and we hope to see continued improvements in the area of retention. New strategies will be implemented this coming year to help provide additional support to new/inexperienced teachers. ● Professional Learning has been a focus this past year in helping teachers and leaders to grow and become more effective in the classroom and school.
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Challenges	<ul style="list-style-type: none"> ● The location of our district and the lack of local housing and resources contribute the ever present hardship of retaining and recruiting highly qualified teachers /leaders. We are looking at ways to improve this area with the assistance of Title II funds. ● Being a smaller district, our district can not provide "high pay" for our staff like most of the larger nearby districts. ● We train teachers and help them to obtain additional certifications, then they leave our district to work in other districts for higher pay. ● The majority of our students are economically challenged and all of our schools are Title I School-wide Schools. Keeping highly effective teachers balanced at each school is a challenge when there is so much turn-over in our district.
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Title V, Part B - Rural Education

Strengths	We have been able to support our Alternative Program with instructional supplies and technology with Title V funds. Having these extra funds has helped us with district initiatives that we have lacked in other grant funding.
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Challenges	We did not have any challenges to this grant program this year. We plan to use funds in FY25 to support our Check and Connect Mentor program (hiring of mentors) to support students that struggle in school with mental health issues, failing grades, attendance issues, etc.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

Overarching Need # 1

Overarching Need	Improve student achievement and post-secondary outcomes, foster social and emotional growth, and build staff capacity.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	<ul style="list-style-type: none"> ● Improve literacy and numeracy education at all levels ● Address prevention and early detection of literacy delays ● Continue using early literacy programs to help our student become avid readers ● Provide interventions to assist students in reading and writing ● Provide effective, evidence-based curriculum materials, a structured learning environment ● Delivery of engaging, data-driven, rigorous, instruction to meet the needs of all students ● Improve Tier I instruction and Identify interventions to close achievement gaps and assist with Tier 2 and Tier 3 instruction ● Identify specific strategies for meeting the needs of students with disabilities, ● Identify specific strategies for increasing student Lexile's ● Provide enrichment programs to increase the ability of students to become well-rounded ● Foster social and emotional growth ● Provide supports (mentors and interventionists)to help ● Continue to build staff capacity ● Use formative assessments and data to drive instruction ● Meet the needs of students in all subgroups ● High number of experienced teachers and make it difficult to maintain improvement over time (constant reteaching and training of teachers) ● Provide resources and curriculum for our ESOL students ● Provide mentors to support students through the Check and Connect program
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Overarching Need # 2

Overarching Need	Attract, develop, and retain high quality teachers, build positive relationships to promote academic, social, and emotional growth, and create a safe and welcoming environment for all.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	<ul style="list-style-type: none"> ● Increase opportunities to attract and retain highly effective, growth-minded personnel committed to the success for each student ● 26% Inexperienced (less than 4 years experience) Teachers in our district ● Provide effective, job-embedded, evidence based Professional Learning that will assist teachers and leaders to become more effective in the classroom. ● Continue to assess the needs of our leaders and provide job-embedded, leadership training opportunities for our district to grow, improve and retain good leaders. ● Continue to implement our Induction/Mentor programs to provide support to our new teachers and increase our retention rate. ● Establish recruitment plan to market highly effective, veteran teachers ● Develop customized marketing strategies to enhance the appeal of MCSS for current and prospective stakeholders ● Implement salary incentives: Signing and/or retention bonuses, increased local supplements
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Overarching Need # 3

Overarching Need	Increase purposeful school and community partnerships, improve family and home partnerships including parent engagement and involvement, and enhance the appeal of MCSS for current and prospective stakeholders.
How severe is the need?	Low
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	<ul style="list-style-type: none"> ● Provide alternative modes of communication to meet the needs of all parents/caregivers (live streaming, videos, links, webinars, school marquees, text messaging etc...)
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Overarching Need # 3

Additional Considerations	<ul style="list-style-type: none"> ● Increase purposeful school and community partnerships and engagements ● Develop parent/community feedback process ● Encourage parent participation in organizations/committees ● Develop parent volunteer process ● Provide online resources and home activities aligned to student learning goals for parents to reinforce learning outside the classroom ● Develop partnerships in education ● Connect families to community services ● Invite community organizations and businesses to support extracurricular activities ● Providing parents opportunities to take active leadership roles in the school by leading parent workshops, acting as parent greeters, serving as a "buddy" to new families at the school, etc. ● Provide opportunities for parents to serve as buddies for families new to the school ● Provide opportunities for parents to lead parent workshops ● There is the challenge of getting parents involved ● The need to provide inclusive, well-rounded programs/events to appeal to all stakeholders ● Increase the perception of schools
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Improve student achievement and post-secondary outcomes, foster social and emotional growth, and build staff capacity.

Root Cause # 1

Root Causes to be Addressed	There is a continual need for professional learning to help grow our teachers and leaders and enable them to deliver high-quality instruction and monitor data to make sound decisions.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Others : Perkins V

Additional Responses	Feedback is not consistently provided across the district in helping us to identify the needs for effective instructional training or drive the needs in delivering instruction daily. (We develop local PL based on feedback we receive but there are still teachers that will complain that the PL provided is not applicable to their needs.)
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Root Cause # 2

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Root Cause # 2

Root Causes to be Addressed	There is a lack of available resources (human, time, physical).
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	<ul style="list-style-type: none"> ● Improve recruitment and retention ● identify ways that we can create meaningful, effective practices that will allow teachers and leaders time to collaborate and work together ● finding available resources that are "ongoing"... not short term (subs)
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Root Cause # 3

Root Causes to be Addressed	We need to decrease the number of inexperienced teachers (less than 4 years of experience) in our schools.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Root Cause # 3

Additional Responses	Because we are a rural district, it is hard to retain good teachers. We seem to have a revolving door for "new" teachers and TAPP teachers.
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Root Cause # 4

Root Causes to be Addressed	Learning loss continues to be a struggle for our students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	We need to focus on helping students who have suffered from learning loss. We will utilize Title I and Title V funding to support the efforts of enriching our instructional programs, providing supplemental services, and bridging gaps. (Remediation and Recovery programs, Tutoring, Mentors)
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Root Cause # 5

Root Causes to be Addressed	There is growing concern over literacy delays, the percentage of students not reading on grade level, and the need for literacy education at all levels.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Root Cause # 5

Impacted Programs	Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	<p>* We are utilizing L4GA funds to provide resources and support in improving literacy education at all levels (birth through 12th grade).</p> <p>* iReady data is showing signs of growth, but we have only been using this program for 2 years. Continuation of the ELA and literacy programs show positive outlooks.</p>
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Root Cause # 6

Root Causes to be Addressed	There is a lack of educational opportunities of children from birth to age four.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	<p>Lack of day care and head start programs in our county.</p> <p>Lack of participation in early prevention programs.</p> <p>L4GA funds pay for an Early Literacy Coordinator to see out families and young children to provide them with resources, educational opportunities for young children and provide parent capacity, but local funds will pick up this expense for FY26 as a result of L4GA ending.</p>
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Root Cause # 7

Root Causes to be Addressed	Many students lack the basic, foundational, prerequisite skills needed to access and master grade level curriculum.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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Overarching Need - Attract, develop, and retain high quality teachers, build positive relationships to promote academic, social, and emotional growth, and create a safe and welcoming environment for all.

Root Cause # 1

Root Causes to be Addressed	26% of the professionally qualified, "in-field" teachers in our district are new and inexperienced.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Root Cause # 1

Additional Responses	It is hard to find experienced, professionally qualified, "in-field" teachers who want to work in a rural district that has limited resources and high poverty
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Root Cause # 2

Root Causes to be Addressed	We continuously build teacher/leader capacity, yet we end up losing these teachers/leaders to other districts for higher pay.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	Issues with Retention (Teacher/Leader Turnover)
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Root Cause # 3

Root Causes to be Addressed	A lack of community resources (housing, economic growth, jobs, entertainment, childcare, etc.) prevents many MCSS employees from living within our district. Consequently, these staff members do not feel as though they have a vested interest in our community. (We need to look at strategies to keep teachers/leaders in our district when we build their capacity.)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children

Root Cause # 3

Impacted Programs	Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	We are working to make sure that ALL teachers are professionally qualified and "in field". However, it is difficult to recruit and retain "experienced" teachers due to the limits of our community and financial resources.
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Overarching Need - Increase purposeful school and community partnerships, improve family and home partnerships including parent engagement and involvement, and enhance the appeal of MCSS for current and prospective stakeholders.

Root Cause # 1

Root Causes to be Addressed	Many students have parents and caregivers who are apathetic about their education and academic success.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	We need to find ways to attract parents/caregivers to want to know about and take a role in their child's education
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Root Cause # 2

Root Causes to be Addressed	Stakeholders have limited resources (transportation, telephones, stability) and many impediments (work schedules, lack of childcare), making it hard to involve them in school and district collaborative meetings and capacity-building activities.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	We need to find strategies/avenues for parents to overcome the barriers that prevent them from participating.
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Root Cause # 3

Root Causes to be Addressed	The public perception and overall appeal of our schools seems to be stagnant.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	Our local newspaper only runs once a week and it is limited to how much they report about the school district. We do a decent job with social media posts, but there are still parents that do not have internet access.
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Root Cause # 3

Additional Responses	
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District Improvement Plan 2025 - 2026



Meriwether County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

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

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? Yes

Flex Waiver # 1 - StatewideWaiver

A. The following available statewide waiver is requested: (Please select a waiver from the dropdown menu)	Waiver of Title I, Part A Limitation on Carryover – ESSA Section 1127(a) (Unspent Title I, Part A FY21 funds carried over to FY22)
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B. Select each program affected by this waiver request:	
✓	Title I, Part A
	Title I, Part C
	Title I, Part D
	Title II, Part A
	Title IV, Part A

C. What are the overall expected results or the measurable educational goals that will be achieved through application of this waiver? (Please include both districtwide and/or local school level results or measurable goals)	<p>With the Ed-Flex Waiver, we will ensure full receipt of carryover funds that will enable be able us to implement our district and school wide goals to improve achievement scores ad growth for all subgroups.</p> <p>District-wide goals include increasing proficiency rates in reading and math by at least 3% and ensuring 65% of students meet their growth targets as measured by iReady diagnostics. At the school level, goals focus on improving individual student performance by providing targeted interventions based on iReady and Progress Learning data, increasing participation in remediation activities, and ensuring 90% of students complete regular progress monitoring assessments. These tools enable personalized learning and data-driven instruction, fostering measurable academic success.</p> <p>Specifically, these funds will help our identified TSI school close achievement gaps by providing targeted interventions and resources aligned with diagnostic data. The funds will also enable professional development opportunities to build staff capacity, equipping teachers with strategies to address specific student needs and enhance instructional effectiveness. Through these efforts, we aim to achieve measurable growth in student proficiency rates in reading and mathematics as identified by the iReady diagnostic, ensuring equitable outcomes for all learners.</p>
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Flex Waiver # 1 - StatewideWaiver

<p>C. What are the overall expected results or the measurable educational goals that will be achieved through application of this waiver? (Please include both districtwide and/or local school level results or measurable goals)</p>	<p>With the Ed-Flex Waiver, we will ensure full receipt of carryover funds that will enable be able us to implement our district and school wide goals to improve achievement scores ad growth for all subgroups.</p> <p>District-wide goals include increasing proficiency rates in reading and math by at least 3% and ensuring 65% of students meet their growth targets as measured by iReady diagnostics. At the school level, goals focus on improving individual student performance by providing targeted interventions based on iReady and Progress Learning data, increasing participation in remediation activities, and ensuring 90% of students complete regular progress monitoring assessments. These tools enable personalized learning and data-driven instruction, fostering measurable academic success.</p> <p>Specifically, these funds will help our identified TSI school close achievement gaps by providing targeted interventions and resources aligned with diagnostic data. The funds will also enable professional development opportunities to build staff capacity, equipping teachers with strategies to address specific student needs and enhance instructional effectiveness. Through these efforts, we aim to achieve measurable growth in student proficiency rates in reading and mathematics as identified by the iReady diagnostic, ensuring equitable outcomes for all learners.</p>
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D. How was public notice made regarding this waiver? (Please select all that apply)	
✓	LEA Website
	LEA/School Newsletter
	Newspaper
✓	Other (Please specify)We made public notice regarding the Waiver of Title I, Part A Limitation on Carryover on the LEA website and our LEA social media sites from November 22, 2024 to January 7, 2025.

Please provide any comments received as a result of the public notice here:	We received NO public input.
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3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement and post-secondary outcomes, foster social and emotional growth, and build staff capacity.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	There is a continual need for professional learning to help grow our teachers and leaders and enable them to deliver high-quality instruction and monitor data to make sound decisions.
Root Cause # 2	There is growing concern over literacy delays, the percentage of students not reading on grade level, and the need for literacy education at all levels.
Root Cause # 3	Learning loss continues to be a struggle for our students.
Root Cause # 4	Many students lack the basic, foundational, prerequisite skills needed to access and master grade level curriculum.
Root Cause # 5	There is a lack of available resources (human, time, physical).
Root Cause # 6	There is a lack of educational opportunities of children from birth to age four.
Root Cause # 7	We need to decrease the number of inexperienced teachers (less than 4 years of experience) in our schools.
Goal	Meriwether County Schools will obtain a 3% increase in the percentage of students scoring "Developing or Higher" on the Georgia Milestones.

Equity Gap

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

Equity Gap

Grade Level Span(s)	10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-7 Provide equitable access to student support programs and interventions

Action Step # 1

Action Step	<p>PRIORITY 1: Increase STUDENT ACHIEVEMENT in all content areas by doing the following:</p> <ul style="list-style-type: none"> * Develop a systematic process to help monitor teachers' usage of evidence-based strategies to increase and maximize student engagement at all levels (i.e. informal walkthroughs by district leaders, RESA, GLRS) * Strengthen our Tier I Instruction by having consistent resources in grade bands throughout the district, developing pacing guides, curriculum maps, targeted professional learning, common assessments, walkthroughs, collaborative planning times, and district-wide expectations. * Ensure all teachers are teaching using the "Meriwether Way" instructional framework (teaching content standards, using pacing guides, using lesson plan templates that ensure that all parts of the teaching protocols are followed). * Assess the current intervention needs to identify reading deficiencies based on Lexile levels; purchase literacy resources to address reading deficiencies. * Develop expectations for rigorous instruction by content area and by grade level (advanced content, gifted, computer science, fine arts, AP, dual enrollment). * Integrate learning through the use of fine arts programming (fine arts pathway, bringing in special guests, providing resources and equipment) * Establish expectations and processes to increase students' accountability for their learning progress. (Vector Modules, CKH, PBIS, iReady, Report Card Conferences, TAA) * Increase the percentage of students reading on grade level. * Support students who struggle (Tier 2, Tier 3) by providing mentors to them through the Check and Connect Program * Purchase observation/evaluation instrument (ELEOT) for district and school leaders to use in identifying effective/ineffective classroom practices and learning environments. * Ensure that intervention times are being implemented effectively and used with fidelity * Support students in the Alternative Program with instructional technology, supplies, and other supports.
Funding Sources	Title I, Part A Title V, Part B IDEA

Action Step # 1

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans, observations, SIP strategies, student achievement data, MTSS and RTI Data, GLIMPSE data
Method for Monitoring Effectiveness	Milestone Data, Benchmark and Formative Assessment Data, District Feedback
Position/Role Responsible	Curriculum Directors, Superintendent, Instructional Leaders in Schools
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

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

Action Step	<p>PRIORITY 2: Obtain INSTRUCTIONAL RESOURCES to support students in ALL subgroups (SWD, EL, Homeless, Foster Care, Neglected and Delinquent, At-Risk, and Migrant) to support the learning environment, reduce the achievement gap, and increase student achievement.</p> <ul style="list-style-type: none"> * Literacy/ELA (phonics program, leveled readers, reading and writing programs) * Math (Ready Classroom) * Science/Social Studies (Gallopade, Stemsopes, NewsELA) * Technology instructional software programs (Foundations, Edgenuity, i-Ready, Gallopade, IXL, NewsELA, Progress Learning, GAVS, CTAE, Qualtrics, Frontline Comparative Analytics, Kloud-12, Edmentum, Middle School Coding Curriculum), and hardware (computers, spheros, drones, Landlab, laptops, 3D printers, touchscreens, access points, etc.). * STEAM/Robotics resources * Assessment Tools/Universal Screeners * SEL and Tier Interventions (Check and Connect, Second Step, EWS, CKH, PBIS, Purpose Prep, Mentor Program, Vector Modules) * Purchase Assesslets to assist all schools in driving instruction that leads to academic gains
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans, observations, inventory records, SIP strategies, student achievement data, surveys, RTI Data, GLIMPSE data, PBIS Data, Grade-level planning
Method for Monitoring Effectiveness	Milestone Data, GLIMPSE ROI Data, Student Achievement Data
Position/Role Responsible	District Leaders: (C&I, SPED, Technology, Federal Programs) School Leaders (Principals, Asst. Principals, IC's)
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, GOSA, L4GA, 21st CCLC, Insight
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Action Step # 3

Action Step	<p>PRIORITY 3: PROVIDE INITIATIVES that elevate academic and behavioral supports to promote safe and supporting learning environments for students and staff and increase student achievement.</p> <ul style="list-style-type: none"> * SCHOOL CLIMATE/ SEL - PBIS, Capturing Kids Hearts, Second Step, Initiative One * MENTAL HEALTH, ATTENDANCE, BEHAVIOR - Check and Connect Mentoring Program * SAFETY - purchasing safety resources and staff safety training *ACADEMIC - MTSS, RTI, after school tutoring, Saturday school tutoring. summer school, credit repair & recovery opportunities, 21st CCLC
Funding Sources	<p>Title I, Part A Title V, Part B IDEA</p>
Subgroups	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities</p>

Action Step # 3

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting Minutes for monitoring implementation, Health and climate surveys, SWIS and IC data, lesson plans, observations, MIST protocols, CKH Trainings
Method for Monitoring Effectiveness	PBIS data and reduction in ODR's
Position/Role Responsible	District leaders: MTSS team / MIST team School leaders: (Principals, PBIS teams, CKH Teams)
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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

Action Step	Provide various OPPORTUNITIES FOR STUDENTS TO PARTICIPATE IN ACADEMICALLY CHALLENGING COURSES that promote the fine arts, STEAM, and Career Pathway courses that build job-ready skills. * Advanced Content Courses * SAT/PSAT School Day Exam Administration * Computer Science Courses/Programs * AP Courses (pay for all students to test) * Dual Enrollment * CTAE Programs (CTSOs) * STEM/STEAM Programs * GIFTED students (accelerated learning)
Funding Sources	Title I, Part A IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Student Achievement Data, RTI data, student surveys, post-graduation data
Method for Monitoring Effectiveness	Teacher Effectiveness, lesson plans, surveys
Position/Role Responsible	District leaders (Gifted Coordinator, C&I, Federal Programs, CTAE, Dual Enrollment, SPED) School leaders (Principals, Asst. Principals, counselors)
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Action Step # 4

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	West GA Technical School, GaDOE, Columbus Technical College, Columbus State University, College Board
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Action Step # 5

Action Step	Provide LEADERSHIP PROFESSIONAL DEVELOPMENT initiatives to help build school leaders' capacity in accurately differentiating performance, providing meaningful/useful feedback, and making informed decisions about professional learning, improvement strategies, and personnel decisions to improve effectiveness and support and improve equitable access to effective teachers. * Contracting with Consultants * Provide PL Training to support and prepare teacher leaders, assistant principals, instructional coaches, and other staff who exhibit leadership skills for leadership roles (Aspiring Leaders Program/ Initiative One). * Send Principals/ Asst. Principals (less than 3 years) to the Georgia State Principals and Assistant Principals Academy
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Application, Participation, Artifacts (Work Sample), Meeting Minutes for monitoring implementation, Feedback from Principals, Surveys, Forums, PL Documentation, Evaluations, TKES/LKES ratings,

Action Step # 5

Method for Monitoring Effectiveness	mid year monitoring (GSAPS), / involvement in School Improvement Team meetings
Position/Role Responsible	District: Superintendent, Directors
Evidence Based Indicator	Strong

Timeline for Implementation Others : mid year

Does this action step support the selected equity intervention? No

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

Action Step	<p>PRIORITY 5: Provide CLEAR EXPECTATIONS, SUPPORT, and TRAINING FOR INSTRUCTIONAL COACHES to build their capacity to assist and support teachers as well as model expectations.</p> <ul style="list-style-type: none"> * Book Studies * Professional Learning Modules, offerings through RESA, Conferences, FIP Modules * Monthly Meetings with District C&I * Mentoring * Annual Instructional Coaches Conference
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 6

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Meeting Minutes for monitoring implementation, Surveys, PL Documentation (agendas, sign in sheets, minutes, handouts), observations, Book Studies, PLC documentation
Method for Monitoring Effectiveness	Observations and Evaluation of coaching/pl session
Position/Role Responsible	District Leaders: C&I School Leaders: Principals
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, GaDOE
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Action Step # 7

Action Step	Implement a "TIERED PL PLAN" to support new teachers/leaders and provide differentiated PL to meet the needs of the district. * Induction and Mentoring Program * Targeted, intentional PL * Stipends for New Teachers to attend a Saturday Academy for PL * Book Study with New Teachers (Purchase Harry Wong's First Days of School for each new teacher) * Assist teachers with a GACE Study Program so they can pass their GACE exams
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL Documentation (agendas, sign in sheets, minutes, handouts), Meeting Minutes for monitoring implementation, lesson plans, observations, surveys, PLC Reflections, certification documentation, PL verification forms, mentoring logs, ELEOT Observations, TKES/LKES ratings
Method for Monitoring Effectiveness	increased scores on TKES
Position/Role Responsible	District Leaders: C&I, SPED, HR, Federal Programs School Leaders: Principals, Asst. Principals, Teacher Leaders, BST Teams and District leaders
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Action Step # 7

Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, DOE specialists
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Action Step # 8

Action Step	<p>PRIORITY 4: Continue to provide a Multi-Tiered System of Support (MTSS) to support teachers and meet the learning needs of all students to reduce disproportionality and close achievement gaps.</p> <ul style="list-style-type: none"> * Implement mentoring programs for students at ALL levels (Elementary, Middle, High) * Provide PL for teachers to enhance Tier 1 instruction for students who are falling below grade level, to avoid over-identifying students in Tier 2 and 3 * Develop a MTSS/EWS Framework for Secondary Schools * Implement Tier 1 behavior initiatives for Primary Teachers
Funding Sources	Title I, Part A IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Student data, PL documentation (agendas, sign in sheets, minutes, etc), Meeting Minutes for monitoring implementation, Progress Monitoring, Intervention Checklists, Schedules

Action Step # 8

Method for Monitoring Effectiveness	Monitoring discipline data, movement throughout the tiers, and number of students placed/dismissed from SPED) "Fidelity Checks" at schools
Position/Role Responsible	DISTRICT: MTSS Team SCHOOL: Intervention Teams, Principals
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

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

Action Step	<p>PRIORITY 1: Provide evidence-based, job-embedded PROFESSIONAL LEARNING OPPORTUNITIES FOR TEACHERS to enhance standards-based instruction, improve instruction in all content areas, develop formative instructional practices (FIP), develop rigor in lessons and expectations, support student engagement, enhance professional growth, and redeliver /implement PL learning into the classroom.</p> <ul style="list-style-type: none"> * Provide a yearlong PL Calendar with Training/Topics * Contract with, Consultants (Kids First, etc.) * Provide PL through RESA, GLRS (workshops, trainings)
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Action Step # 9

Action Step	<ul style="list-style-type: none"> * PLCs * Book Studies * Allowable Conferences * Vertical/Content Collaborations * SWD Performance Academy Partnerships * Bring in Speakers, Consultants * Training/Mentoring for AP Teachers * Provide relevant PL that is content and program specific so that learned strategies and concepts will be implemented with fidelity
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Meeting Agendas, Meeting Minutes for monitoring implementation, surveys, sign in sheets, Observations, PL forms, historical data, lesson plans, observations, data talks, benchmark assessment data, analysis forms, meeting documentation (agendas, sign in sheets, minutes), videotaped lessons, lesson plans, classroom observations, ELEOT tool, walk-throughs, PL redelivery tools
Method for Monitoring Effectiveness	Lesson Plans, Observations, increase in student achievement/growth, GLIMPSE data,
Position/Role Responsible	District: C&I, SPED, Superintendent, School: Principals, Instructional Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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>GaDOE, Consultants, GLRS, Vendors we purchase software or consumable resources from (Curriculum and Associates, Wilson Language, etc.)</p>
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Action Step # 10

<p>Action Step</p>	<p>PRIORITY 1: Provide extended day services for students to help remediate, enrich and support student growth and wellness and to address learning loss. * Provide after school tutoring and Credit Repair/Recovery opportunities * Provide Saturday tutoring and credit recovery programs * 21st CCLC afterschool and summer school programs * Provide Summer School Programs for remediation, credit recovery, credit repair, and Milestones retest preparation</p>
<p>Funding Sources</p>	<p>Title I, Part A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities</p>
<p>Systems</p>	<p>Coherent Instruction Family and Community Engagement Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>monthly reports from schools, academic data, student surveys, sign in sheets,</p>
<p>Method for Monitoring Effectiveness</p>	<p>student achievement data, student surveys</p>
<p>Position/Role Responsible</p>	<p>District: Program Manager, Director of Federal Programs, Director of C&I Schools: Site Coordinators</p>
<p>Evidence Based Indicator</p>	<p>Strong</p>

Action Step # 10

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family Connections, Chamber of Commerce, Civic Organizations, Recreation Department. Church Organizations
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Action Step # 11

Action Step	PRIORITY 1: Continue to use ELA and Math Interventionists at schools that have identified needs for intensive student support (Tier 2 and 3) for struggling students and assist the school-level administration in identifying programs, resources, and feedback to obtain student achievement. * Require lesson plans from interventionists with data to support interventions, * Provide monthly monitoring reports outlining specific interventions/students) and progress made
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Meeting documentation, Meeting Minutes for monitoring implementation, Observations, action plans, surveys
Method for Monitoring Effectiveness	Action Plans, Observation Feedback, Surveys, GMAS Data, iReady data

Action Step # 11

Position/Role Responsible	District: C&I Schools: Principals, IC's
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, GaDOE
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Action Step # 12

Action Step	Provide TRANSITION ACTIVITIES to help students with transitions from one grade band to the next. <ul style="list-style-type: none"> * Kindergarten Camps * Middle School Bridge Programs (summer - Grade 6) * High School Bridge Programs (summer - Grade 9) * Visit schools (during the year) / hold parent meetings * Conduct Early Intervention Screenings * Preview the next grade curriculum/standards
Funding Sources	Title I, Part A IDEA

Action Step # 12

Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Sign-in Sheets, Meeting Minutes for monitoring implementation, Pre-assessment Data, Invitations, Progress Monitoring
Method for Monitoring Effectiveness	Students will perform better on pre-assessments at the beginning of the year due to attending Kindergarten Camp.
Position/Role Responsible	District: L4GA Coordinator, C&I, SPED Schools: IC's, Principals
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	L4GA grant funding will assist with this action step as well.
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Action Step # 13

Action Step	Provide stipends for teachers and school leaders to work off contract to develop instructional frameworks, build assessments, attend IEP training, attend dyslexia training, develop ELA frameworks (LETRS, Sound Wall), review data, examine student work, and monitor SIP goals and action steps for effectiveness. * Afterschool / Saturdays/ Summer off contract work * PBIS Coaches
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PAR Sheets, Agendas, Sign in Sheets, Uploaded documentation in SIMBLI platform
Method for Monitoring Effectiveness	Growth in student achievement, benchmark data for SIP
Position/Role Responsible	School Leaders
Evidence Based Indicator	Moderate

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

Action Step # 13

<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>other school districts, GaDOE</p>
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Action Step # 14

<p>Action Step</p>	<p>Provide FINE ARTS academic and enrichment PROGRAMMING (contracted services) to strengthen academic achievement and meet the varied learning styles of all students.</p> <ul style="list-style-type: none"> * Purchase Supplies and Equipment for Fine Arts Programs (Art, Music, Drama) * Support student activities that involve fine arts programs (musicals, art shows, band concerts/competitions) * Hire additional Fine Arts teachers at Middle and High Schools * Hire contracted workers to visit schools and work with students while incorporating ELA, Math, and Science standards as well.
<p>Funding Sources</p>	<p>Title I, Part A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant</p>
<p>Systems</p>	<p>Coherent Instruction Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Purchase of supplies and equipment to build programs, student enrollment in programs, student achievement data, surveys</p>
<p>Method for Monitoring Effectiveness</p>	<p>students growth data, enrollment data</p>
<p>Position/Role Responsible</p>	<p>District and School Leaders</p>
<p>Evidence Based Indicator</p>	<p>Strong</p>

Action Step # 14

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

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Attract, develop, and retain high quality teachers, build positive relationships to promote academic, social, and emotional growth, and create a safe and welcoming environment for all.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	26% of the professionally qualified, "in-field" teachers in our district are new and inexperienced.
Root Cause # 2	A lack of community resources (housing, economic growth, jobs, entertainment, childcare, etc.) prevents many MCSS employees from living within our district. Consequently, these staff members do not feel as though they have a vested interest in our community. (We need to look at strategies to keep teachers/leaders in our district when we build their capacity.)
Root Cause # 3	We continuously build teacher/leader capacity, yet we end up losing these teachers/leaders to other districts for higher pay.
Goal	Meriwether County Schools will increase the overall retention rate of effective teachers by 10% annually by establishing positive school climates, increasing opportunities for collaboration, implementing structured, effective discipline processes, and providing supports to attract and retain highly effective, growth-minded personnel committed to the success of each student.

Equity Gap

Equity Gap	Teacher Retention
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9

Equity Gap

Grade Level Span(s)	10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-5 Support the retention of effective teachers and effective school leaders

Action Step # 1

Action Step	<p>Provide JOB-EMBEDDED, EVIDENCE-BASED, PROFESSIONAL LEARNING OPPORTUNITIES for school-level staff and administrators to enhance their knowledge, build capacity, and help them grow professionally to better serve our school district.</p> <ul style="list-style-type: none"> * Contract with consultants and experts (in their respective fields) * Allowable conferences * Professional learning, training, workshops, etc. through RESA and GLRS * Create surveys to determine needs * Create a district PL Calendar of scheduled PL opportunities * Pay for teacher/leader endorsements, additional certifications, GACE exams, TAPP Fees, GACE study courses, etc.
Funding Sources	Title I, Part A IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC agendas and sign-in sheets; professional learning agendas, presentations, and sign-in sheets
Method for Monitoring Effectiveness	Review of PLC minutes; review of TKES-LKES data, assessment data
Position/Role Responsible	District: Title II, C&I, SPED, HR Schools: Principals

Action Step # 1

Evidence Based Indicator	Strong
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Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, Consultants, GaDOE, GOSA, L4GA, GLRS, Flippen, Wilson Language, Curriculum Associates, etc...
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Action Step # 2

Action Step	<p>Provide opportunities to INCREASE TEACHER AND LEADER EFFICACY AND MORALE.</p> <ul style="list-style-type: none"> * Leadership Development programs (aspiring leaders, principals academy, PBIS coaches) * GACE study courses * Signing Bonuses * Stipends * Awards, Recognitions * Teacher of the Year, Paraprofessional of the Year
Funding Sources	<p>Title I, Part A IDEA Perkins</p>

Action Step # 2

Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Climate Surveys, Teacher Surveys, Copies of completion certificates, Documentation of completed work
Method for Monitoring Effectiveness	Surveys, Retention Data, Participant Feedback, % Growth in leaders in our district (certifications / endorsements)
Position/Role Responsible	District: Superintendent, HR, Title II, SPED, C&I Schools: Principals, IC's
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

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

Action Step	<p>Create an EFFECTIVE SCHOOL CULTURE that supports teachers, and leaders, and improves communication.</p> <ul style="list-style-type: none"> * Increase teacher-leader involvement in decision-making * Improve communication * Support teachers on disciplinary issues * Create a respectful environment * Train new Elementary, Middle, and High School Teachers on Capturing Kids Hearts * Hire an additional Social Worker to help serve the district/schools * Ensure that all schools are using PBIS and Capturing Kids Hearts with fidelity
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	<p>Professional Capacity</p> <p>Supportive Learning Environment</p>
Method for Monitoring Implementation	Surveys, PLC's, Observations, PL documents
Method for Monitoring Effectiveness	Teacher Surveys and Increased Teacher involvement in school-related efficacy in teacher engagement, leadership, and morale
Position/Role Responsible	Schools: Principals
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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)?	
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Action Step # 4

Action Step	<p>Develop and implement a COMPREHENSIVE RECRUITMENT PLAN to attract a diverse pool of professionally qualified applicants, and veteran teachers dedicated to staying in our school district (retention).</p> <ul style="list-style-type: none"> * Enlist student teachers to come to our district (MOU) * Attend/hold Job Fairs * Purchase a Recruitment Platform * Form a "Recognition Committee" to help find ways to show appreciation/recognition for our employees * Utilize "grow your own" program (Para's, Early Childcare) * Advertise jobs on various platforms (websites, social media, LinkedIn, Indeed, Handshake, Facebook,) * Look into hiring a district PR / Recruitment Coordinator * Communicate with Colleges and Universities / Present at colleges * Increase the PR about our district, schools, student achievements, etc. * Increase Positive Public Perception utilizing NP Strategy * Planning for teachers who have 21+ years and nearing retirement
Funding Sources	Title I, Part A
Subgroups	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities</p>
Systems	<p>Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment</p>
Method for Monitoring Implementation	Surveys, Retention data, Career/Job fair documentation, Applitrac, Teach GA, Dept. of Labor, Recruitment data, Salary Surveys
Method for Monitoring Effectiveness	hiring of PQ teachers/leaders and retention data

Action Step # 4

Position/Role Responsible	District: Title II, HR Schools: Principals
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, LaGrange College, Columbus University, Gordon College, West Georgia University, Auburn University
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Action Step # 5

Action Step	<p>Continue with our INDUCTION/MENTOR PROGRAM to support Induction Teachers (less than 4 years of experience).</p> <ul style="list-style-type: none"> * Continue using an induction/mentor coordinator to implement and monitor our Induction/Mentor program and determine a sustainability plan * Continue to have Book Studies with New Teachers (Purchase Harry Wong's First Days of School for each new teacher) * Monitor the program quarterly and ask participants to do surveys to gauge satisfaction and needs * Provide Mentor Stipends * Continue to implement a program evaluation tool to continuously monitor and improve program outcomes to provide quality mentor support for induction teachers
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Action Step # 5

Action Step	<ul style="list-style-type: none"> * District walkthroughs to determine any recommendations for supporting new teachers * Get the new teachers and mentors in the Governors School Leadership Academy * Work with Instructional Coaches to facilitate and model effective teaching strategies * Assist teachers with establishing PL goals tied to re-certification * Assist special education teacher/mentor/coach teams with implementing evidence-based practices using mixed-reality simulation * Contract with experts to provide job-embedded professional learning to new teachers and teachers needing additional supports/modeling
Funding Sources	Title I, Part A IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Induction / Mentoring Plan, training documentation, Observations, Monthly checklists
Method for Monitoring Effectiveness	Mentoring Portfolio documentation, surveys
Position/Role Responsible	District: HR, Title II Schools: Principals
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

Action Step # 5

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

Action Step	Create PARTNERSHIPS between the schools and the community to help provide incentives and support for teachers. <ul style="list-style-type: none"> * Teacher Recognitions (Teacher of the Year/Para of the Year) * STAR Student and Teacher Program * Housing Vouchers * Recreational incentives * Civic organization memberships * Donations
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Community Meeting Documents Surveys
Method for Monitoring Effectiveness	Survey data from teachers and civic groups
Position/Role Responsible	District: HR, Superintendent
Evidence Based Indicator	Promising

Action Step # 6

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

Action Step	Provide opportunities for teachers to OBTAIN ADDITIONAL CERTIFICATIONS that will help enable them to be certified in multiple areas or obtain endorsements (ex: teachers wanting to obtain additional content certifications, SPED, ESOL, Gifted, READING, etc.) for future teaching opportunities.
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Teacher Certification documentation, Title II Documentation
Method for Monitoring Effectiveness	TKES data, student growth data, # of PQ staff members with multiple certifications

Action Step # 7

Position/Role Responsible	District: HR Director, Title II, SPED, C&I
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA , Colleges and Universities, GaDOE
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Action Step # 8

Action Step	Continue to ASSESS THE NEEDS OF OUR LEADERS (surveys) and PROVIDE JOB-EMBEDDED PL and LEADERSHIP training OPPORTUNITIES for our district to grow, improve and retain good leaders.
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity Supportive Learning Environment

Action Step # 8

Method for Monitoring Implementation	Professional Learning Documents, Surveys from Leaders, Recommendation from GaDOE and Superintendent
Method for Monitoring Effectiveness	Documentation of participation in PL (agendas, sign in sheets, participation records, certificates, Survey results)
Position/Role Responsible	District Leaders, Superintendent
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, Georgia State University , Georgia Southern University, GaDOE, GOSA
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Action Step # 9

Action Step	Create a monitoring tool for the redelivery and implementation of professional learning (whether obtained locally or off-campus) across the school district to ensure that our PL is relevant, effective, and utilized. * Qualtrics
Funding Sources	Title I, Part A N/A
Subgroups	N/A Economically Disadvantaged

Action Step # 9

Subgroups	Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL Redelivery/ Implementation Tool Qualtrics data
Method for Monitoring Effectiveness	Feedback from Principals Classroom Observations/ Lesson plans
Position/Role Responsible	School Principals, Title II Director
Evidence Based Indicator	Promising

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

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

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase purposeful school and community partnerships, improve family and home partnerships including parent engagement and involvement, and enhance the appeal of MCSS for current and prospective stakeholders.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Many students have parents and caregivers who are apathetic about their education and academic success.
Root Cause # 2	Stakeholders have limited resources (transportation, telephones, stability) and many impediments (work schedules, lack of childcare), making it hard to involve them in school and district collaborative meetings and capacity-building activities.
Root Cause # 3	The public perception and overall appeal of our schools seems to be stagnant.
Goal	MCSS's stakeholder participation rate for the Title I Surveys will increase by 10% from Spring 2025 to Spring 2026 as a result of increased efforts to improve communication and provide engaging school experiences and capacity-building activities for stakeholders.

Action Step # 1

Action Step	<p>Develop purposeful SCHOOL & COMMUNITY PARTNERSHIPS by providing effective communication, increasing community involvement opportunities, and communicating MCSS's mission and vision.</p> <ul style="list-style-type: none"> * Capacity Building Workshops at schools * School Councils * Leadership Meriwether * District Outreach Committees / Focus Groups * School Marquees * Business and Industry Partners * Workforce Development * School Councils * Social Media platforms * School and District websites * West GA Technical School * Text Messaging system * Chamber of Commerce * Family Connections * Newspaper Organs * Esplost Improvements
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 1

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting Documentation (agenda, sign in sheets, minutes); Copies of communications sent to parents/community members
Method for Monitoring Effectiveness	Increased community partnerships and participation in community events
Position/Role Responsible	District: Superintendent, All Directors School: Principals, Family Engagement Coordinators
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Faith-based organizations, Chamber of Commerce, Civic Clubs, Industrial Development Board, Three Rivers Workforce Development Board, Meriwether County Family Connection, Wrap-around Centers
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Action Step # 2

Action Step	Increase FAMILY AND HOME PARTNERSHIPS & ENGAGEMENT by providing "capacity-building" activities for families to become engaged advocates for their children. <ul style="list-style-type: none"> * Provide Student Mentor programs * Advertise at Faith-based organizations * Provide school clubs * Enlist volunteers, speakers * Provide Wrap Around Services * Provide a parent training calendar * Promote programs through West GA Technical College (GED, Finance, Computer Skills) * Continue providing surveys to parents to gauge their needs
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting Documentation (agendas, sign in sheets, minutes, photos)
Method for Monitoring Effectiveness	Increased parent/family participation in meetings and events
Position/Role Responsible	District: Superintendent, All Directors School: Principals, Teachers, Parent Engagement Coordinators, Student Mentors, Wrap Around
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Action Step # 2

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family Connections, Chamber of Commerce, Civic Clubs, West GA Tech, Columbus Tech, Columbus State University, Gordon State College
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Action Step # 3

Action Step	<p>ENHANCE THE APPEAL of our school district and build TRUST for current and prospective stakeholders by establishing an effective PR plan.</p> <ul style="list-style-type: none"> * Increase communication methods to share information about our district, schools, student and staff achievements * Hire a PR Coordinator to do outreach monthly, and attend community events, clubs, etc. * Continue to make videos to share on social media platforms and websites * Continue to stream and make available the links to all Board Meetings for those who are not able to attend meetings in person * Hold "Leadership Meriwether" events to share information with community members * Create focus groups to meet and discuss issues with the Superintendent quarterly * Add Google Translate to all the websites * Recognitions of students, parents, and staff members * Post celebration videos of schools
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 3

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Marketing Materials, Student Voice Surveys, School and Community Surveys
Method for Monitoring Effectiveness	# Positive feedback on surveys, Increase participation in stakeholders,
Position/Role Responsible	District: Superintendent, All Directors School: Administrators, Teachers, Family Engagement Coordinators, Site Based PR coordinators
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Chamber of Commerce, Local Businesses, diverse Faith Based Organizations, Wrap Around Centers
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Action Step # 4

Action Step	<p>PROVIDE PARENT, FAMILY, COMMUNITY ENGAGEMENT OPPORTUNITIES to build capacity, seek input, and develop relationships to support student achievement & promote safe and healthy school climates.</p> <ul style="list-style-type: none"> * Online and onsite resources for parent and family engagement to support academic achievement * Hold Parent Forums * Provide Capacity Building Activities * Hold Coffee Chats * Hold School Councils * Provide Safety Trainings * Hold Report Card Conferences * Create Parent Conference Days built into the calendar * Train parents on Capturing Kids Hearts
Funding Sources	Title I, Part A
Subgroups	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant</p>
Systems	<p>Coherent Instruction Family and Community Engagement Supportive Learning Environment</p>
Method for Monitoring Implementation	meeting documentation (agendas, sign in sheets, etc), surveys, input cards
Method for Monitoring Effectiveness	input from parents/community, school climate ratings, parent surveys
Position/Role Responsible	District and School leaders, IDEA, FEDERAL Programs, SRO, Wrap Around Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Action Step # 4

Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Sheriffs Office, Family Connections, GaDOE, Twin Cedars, Local Health Dept., Morehouse School of Medicine, Wrap Around Centers
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4. REQUIRED QUESTIONS

4.1 Coordination of Activities, Serving Children, and PQ

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>To develop the District Improvement Plan, Meriwether County formed a stakeholder committee that included community members, district and school leaders, teachers, paraprofessionals, students, local professionals, government representatives, business partners, and post-secondary liaisons. Meetings were scheduled and widely promoted through newspapers, the MCSS website, social media, newsletters, school flyers, and community events.</p> <p>During meetings, the district shared a comprehensive data review across the five systems highlighting definitions, trends, strengths, and challenges. Stakeholders were guided through the use of tools and resources, including the Comprehensive Needs Assessment, to identify priority areas of need. Input was gathered through surveys, community discussions, and multiple data sources focusing on instruction, leadership, personnel, climate and culture, and family engagement. A self-assessment, protocol review, and root cause analysis helped deepen understanding of systemic needs.</p> <p>Over the course of several months, stakeholders explored many avenues for improvement.</p> <p>As a result, the district identified targeted needs, set aligned goals, and selected evidence-based strategies to enhance student achievement, support educator effectiveness, foster family engagement, and improve learning environments.</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<p>The district seeks to hire teachers that are professionally qualified; however, this can be a challenging task. While our goal is to employ 100% professionally qualified teachers, at this time, MCSS has chosen to waive certifications for all teachers with the exception of Special Education teachers for FY25; however, we seek to encourage and document certification completion. The minimum professional qualifications required for employment of teachers for whom certification is waived includes a Clearance Certificate.</p> <p>The district focuses on ensuring that low income and minority students enrolled in Title I Schools are not served disproportionately by ineffective, out of field or inexperienced teachers. Therefore, all teachers participate in on-going professional learning to increase their effectiveness as a classroom teacher. Out-of-field teachers are required to compose a plan to work towards obtaining in-field certification. Each out of field teacher has a professional learning plan</p>
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Serving Low Income and Minority Children

	<p>that includes certification processes and timelines based on the employee's PSC certificate validity and Educator Prep program requirements. Failure to meet the requirements in the professional learning plan can lead to termination of employment in our district. Twenty-day letters are sent home to parents of students who are taught by out-of-field teachers in efforts to alert them that their child's teacher does not have the qualifications at this time, but are working towards the certification.</p> <p>Inexperienced teachers are enrolled in an alternate education certification program (MAT or TAPP) and new teachers to the district participate in an induction program which includes being assigned a mentor and professional learning sessions above and beyond what experienced teachers receive. Parents are notified at the beginning of the school year of their "Right to Know" the professional qualifications of the student's classroom teacher.</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p>	<p>The process used by the district to determine professional learning needs includes collecting data from multiple sources including Milestones scores, report cards, online assessments, teacher-made tests, screening assessments, checklists, pre and post-tests, benchmark tests, progress monitoring, and surveys. Demographic data collected includes attendance records, discipline records, home background and language proficiency and ethnicity. Perception data is collected through questionnaires, interviews, observations and online surveys from system, school, parent, students, community and higher education stakeholders. After all data are collected, the process of analyzing the data begins. The data is analyzed to compare students, subgroups, schools and systems within the school and state. The district uses the results of the data analysis to determine short term and long term professional development activities. The results of analysis provide insight for improvement to professional learning, and needs for the next year and into the future.</p> <ul style="list-style-type: none"> ● The district's strategic plan creates long-term professional learning plans for areas of need and commits on-going resources to complete the identified professional learning projects. Specific roles and duties have been assigned at the system and school level to ensure the process of determining professional learning needs of all staff flows in the most efficient and accurate way possible, is long-term, is sustained, and is ongoing. ● On-going training for Instructional Coaches, Principals, Assistant Principals, District Leaders and Aspiring Leaders is provided to facilitate capacity to lead an effective professional learning program that is sustained, on-going, and job embedded. Growth opportunities include educational conferences and workshops; RESA workshops;
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Professional Growth Systems

	<p>observation visits to other schools; Professional Learning Communities; Peer observation and coaching.</p> <ul style="list-style-type: none"> • The district has made a conscious effort to increase and has been continually increasing evidence-based professional learning practices for a number of years. There is an on-going focus on differentiating instruction and using technology effectively. The district works with RESA to do embedded training, and assist with lesson plans that focus on evidence-based practice. • The district uses CCRPI data to determine whether short term and long term professional development activities have been successful in increasing student learning, staff performance, and school climate. Analysis informs areas of weakness and areas of professional learning focus for the next year and into the future. The analysis also provides evaluation for previous professional learning so that the district is able to determine professional learning improvements, changes to be made, and activities to continue unchanged. <p>All certified staff are required to establish professional learning goals/growth plans. The district then builds a plan for building sustainable, ongoing and job-embedded professional learning to promote growth and improvement. The Elementary schools utilize common planning times and the Middle and High Schools utilize the 4x4 Block scheduling which allows for extended time for common planning, professional growth opportunities, collaboration and curriculum alignment. District and school monitoring protocols are in place to measure whether efforts are resulting in improvement in teaching and student outcomes. Monitoring is crucial and takes place by means of walk-throughs, evaluations and conferences.</p>
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PQ – Intent to Waive Certification

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

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> 1. for all teachers (except Special Education and Gifted service areas in alignment with the student’s IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>The LEA waives certification requirements for all applicable positions allowed by the Georgia State Board Rule and federal law. Certification is waived for all teachers, EXCEPT for EIP, gifted, and special education teachers, in accordance with State Law. Special Education teachers are required to obtain either general curriculum or adapted curriculum certification. Special Education Teachers of record must meet the minimum PQ requirements for all teachers established by the LEA. Special Ed Certification can be waived for the content areas (for the teachers of record) for a period of one year to enable them to obtain the required content certification.</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>The minimum professional qualifications required for employment of teachers for whom certification is waived includes: a Clearance Certificate. Teachers that do not have certification are required to enroll in a certification agency program (MAT or TAPP).</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>Meriwether County School district does NOT have any identified CSI / TSI Schools in school year 2024-2025.</p> <p>In the event that we have a school identified as a CSI school, we would work in collaboration with RESA and GaDOE consultants, our System School Improvement (SSIP), and Curriculum Teams to provide support to the CSI school on a continuous basis by monitoring their data, lending support, and providing them with technical assistance. Since this school would have a higher priority than other Title I Schools, we would also prioritize additional Title II funds to this school to help them in attending professional learning trainings designed to increase teacher development and student achievement.</p> <p>As a proactive measure, we hold regular discussions with the SSIP/Data and Curriculum Teams to work on identifying deficits and closely monitor schools within the district whose trends show a decline in CCRPI scores. Data review and analysis are a part of the normal meeting structure, culture, and professional learning of the district and each independent school. Through the data review, if a school is identified as being at risk or needing additional supports to meet the requirements of the state or federal program, the program directors of Meriwether County School District would provide additional, concentrated supports to the administrators of the school in need through additional technical support meetings and the provision of Title I, Part A and/or Title II, Part A funds.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>The district will support the programs that coordinate and integrate academic and career and technical education by providing opportunities for instructors to attend professional learning opportunities as they relate to instructional strategies, job shadowing experiences, and incorporate motivational speakers with instruction. We consult with our Business and Industry stakeholders to assist us in identifying the needs of the community and job-related skills required for employment. Our district uses the YOUSCIENCE Aptitude Assessment to help students identify jobs that are compatible with their identified skills and aptitudes.</p> <p>All schools participate in career development program.</p> <ul style="list-style-type: none"> ● Elementary schools complete career modules to enhance and build skills in learning about careers and create a portfolio by the end of grade 5. ● Middle schools provide career readiness surveys and connection courses that relate to academic and career readiness skills so they can create a plan of action to reach their educational and career goals. <p>GaDOE CTAE Courses have been implemented in both Middle schools to help students gain an interest in human services, business education, computer science, and coding/robotics.</p>
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CTAE Coordination

	<ul style="list-style-type: none"> ● High schools have multiple opportunities for students to obtain knowledge, skills, and certifications in the Career Tech Education programs. Our district has ten pathways for students to select from to build career awareness, learn skills and obtain certification in fields of study. Two of our programs (Patient Care and Marketing) have earned Industry Certifications. ● Students in Middle and High Schools have opportunities to participate in Career Technical Student Organizations (CTSO). ● Students with Disabilities have opportunities to participate in career-technical certification programs through our partnerships with Roosevelt Warm Springs Vocational Rehabilitation Program and GVRA while they are in high school. <p>Work Based Learning opportunities are available to support students by providing resources for students to obtain work experience and academic credits.</p> <p>Our district also provides opportunities for students to take part in DUAL ENROLLMENT technical programs at the local technical colleges (West Georgia Technical School, Columbus Technical School, Columbus State University) to learn skills and earn certifications in the career and technical fields. Expenses and transportation are paid by the district to encourage and support interested students to take part in these programs.</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>1. Meriwether County Schools will collaborate with schools on a goal to focus on improving school climate and improving attendance that ensures an environment that is conducive for learning. MCSS fully implemented PBIS in the Elementary and Middle Schools in the 2016-2017 school year. They have put practices in place based on the results from the Student Assessment Survey (SAS), SWIS, SPOTLIGHT (Discipline Information System), and the Tiered Fidelity Inventory (TFI) surveys to help improve behavior at the tier 1 level. Data reports have allowed elementary and middle schools to place an extreme focus on areas of the buildings where discipline infractions occur more and specifically at what times of day. The SAS and TFI surveys allow teams and coaches to receive feedback from students and team members. Data provided allows teams to evaluate what PBIS practices are working inside the building. The training component allows teachers and administrators on teaching the expectations. This initiative was carried over into the High schools in the 2019-2020 school year. The first year of implementation included a focus on attendance. PBIS is used to target classroom and school practices which prevent students from being unmotivated to attend school.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	<p>Tracking data through Infinite Campus, observations, teacher/student feedback, and other data points will be utilized while working to produce environments that foster engagement and building relationships. The Special Education Department will continue to utilize the GaDOE Disproportionality Tool to monitor trends in discipline data.</p> <p>2. Our Elementary and Middle Schools have also engaged in using the Capturing Kids Hearts (CKH) processes. CKH is an intentional, common sense approach to building positive relationships/relational capacity with each other and with students. Teachers are immersed in training so that everyone in the school speaks the same positive language. Students help to develop the protocols of behavior for their classroom, as well as learn to become accountable for their own actions and hold their peers accountable. Unity Elementary School has been recognized for a 3rd year as a National Showcase School for Capturing Kids Hearts. We plan to fully implement the program into our high schools in Fall 2024.</p> <p>3. Continued and increased employment of resource officers as liaisons between the school and local law enforcement serves to prevent discipline problems. Cameras on campuses provide a digital documentation of events that take place during the school day and provide a second source of prevention and security. Front Door Camera-Electronic Entry systems have assisted us in making sure that visitors are required to come through the front office to check in the building. The purchase of storefronts, metal detectors in all schools, and a Safety Response system has been included in providing additional safety measures for staff and students.</p> <p>4. A Multi-Tiered System of Support (MTSS) will continue to be used across the district to promote a more proactive approach to meet both academic and behavioral expectations. When students are actively engaged and prepared to do the work, fewer discipline problems occur. The Meriwether County Schools' Discipline Policy strategies, using positive reinforcement, are also implemented to keep discipline problems down and keep students in school. When discipline issues do occur, staffs use research-based strategies to deal with the constructively and prevent escalation and re-occurrence. The district will start this school year enlisting family and school partnership involvement on the district's PBIS District Leadership Team. This team will work collaboratively with district leaders to determine needs and strategies that can be developed to support positive and enriching school environments.</p> <p>5. Alternative Programs – MCSS utilizes an Alternative Program that is</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	<p>designed to support the schools in meeting the needs of students that have difficulties in the regular-traditional school settings. BASE Curriculum chosen to meet the needs of students and an additional component of the curriculum uses rehabilitative measures to support student social and emotional wellness.</p> <p>6. PLC Program -MCSS utilizes thePerformance Learning Centeris a non-traditional high school that provides students with the opportunity to achieve grade level competencies, participate in credit recovery, and to receive resources for post-secondary planning.</p> <p>7. M.I.S.T. Program –Meriwether Intervention and Support Team– This program allows principals and school administrators to refer a student for chronic attendance issues. MIST provides resources to the student to ensure success in the school environment. This program focuses on students with high attendance issues and consistent behavior infractions. Support services that are considered include: counseling services, parenting classes, and recommendation for student to receive further evaluations. School administration is required to send notification letters through registered mail and are required to have two parent conferences prior to referring a student to MIST.</p> <p>All programs are monitored by the District Leadership Team. Sign-in sheets, agendas, and minutes are recorded for each program meeting. Professional learning/training is provided for school administrators and teachers about following the correct protocols. Re-delivery is provided through the train-the-trainer mode. Quarterly district meetings and mandatory data talks around discipline allows monitoring to occur frequently. Efficacy of these programs is continuously monitored using Georgia Student Health Surveys and CCRPI data.</p>
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4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>The district has developed transition strategies to effectively assist students and families with transitioning to new school settings in our district as well as prepare them for post-secondary education. Some of these transition activities include:</p> <ul style="list-style-type: none"> ●Pre-Ktransitionstrategies include:Spring school/classroom visit, Open House ●5th grade transition strategies include:Spring school/classroom visit, Open House, Middle School Admin Team Visits / rising 6th graders are invited to attend a Summer Bridge Camp (one week) prior to school starting the following school term ●8th grade transition strategies include: Boot Camps, visitation days to the High Schools, Cross-Over Ceremonies / rising 9th graders are invited to attend a Summer Bridge Camp (one week) prior to school starting the following school term ●12th grade transition strategies include: College visits, Guest speakers, Career/Job Expos, College Fairs, Morehouse College visits ●SWD transition strategies include:Transition plans are developed annually and monitored through IEP Meetings. As required, GVRA takes on an active role in assisting with the development of these plans. Teachers and Counselors work together to implement transition activities and monitor transition goals. <p>●DUAL ENROLLMENT:Students in high school have opportunities to take college courses online or through Dual Enrollment programs. Parents and Students take part in an orientation program where the Dual Enrollment programs are outlined and parents/students can have questions answered as well as receive information about the programs available.</p> <p>Transition meetings are provided for students transitioning from middle school to high school to assist students in deciding a course of study during high school. Middle and High school students are provided an opportunity to visit post-secondary campuses to increase the number of students attending post-secondary schools and facilitate a smooth transition to educational opportunities after high school. The CTAE and DUAL ENROLLMENT programs provide career readiness, support activities, and provide certifications that enable students to continue their education and/or join the workforce. There have been efforts in recent years to increase post-secondary access by encouraging students to take the ASVAB, Accuplacer, PSAT, SAT, and the ACT. District graduation rates are trending upward and more students are participating in post-secondary education including colleges and technical schools.</p>
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Middle and High School Transition Plans

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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 district provides several support activities for students transitioning from Pre-Kindergarten to Kindergarten:</p> <ul style="list-style-type: none"> ● Pre-Kindergarten staff is in constant contact with parents to begin the process of parents supporting the education of their child early in the education career. Most of the parents serve as volunteers in the child's classroom. ● Elementary schools invite Pre-Kindergarten parents to participate in all activities offered to support parents in their child's education during the school year. ● In the late spring, Pre-Kindergarten children visit Kindergarten classrooms to learn about the next school year. ● A meeting is set up for parents to register their child for Kindergarten. Parents are also provided guidelines for telling them how Kindergarten will be different from Pre-kindergarten. They are given guideline for setting up screenings: hearing, vision, dental and nutrition. ● Assessments are given at end of Pre-Kindergarten for flexible grouping. ● Pre-Kindergarten staff meets with Elementary school personnel to discuss the transition. ● Pre-Kindergarten parents are given a backpack of materials they will use to work with their child during the summer to continue to get their child ready for school in the fall. Pre-Kindergarten teachers go over the materials in the backpack to provide parents with instruction for working with their child during the summer. ● In the fall at open house, the Kindergarten teacher goes over items that will assist parents in helping their child to transition from Pre-Kindergarten to Kindergarten ● Elementary personnel provide monthly support meetings for parents of students transitioning from Pre-Kindergarten to Kindergarten. <p>Meriwether County also coordinates with other educational services (Head Start, IDEA preschool, local daycares, etc.) by:</p> <ul style="list-style-type: none"> ● Promoting and advertising Kindergarten registration in local newspapers and media platforms in addition to posting them on the MCSS website.
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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>MCSS has one Targeted Assistance School in our district. Good Shepherd Therapeutic Center is a "Step down" designated program in partnership with Department of Juvenile Justice for both Additional Watchful Oversight and Maximum Watchful Oversight male offenders. Good Shepherd is a residential facility offering educational support, case management services, counseling, equine assisted therapy and spiritual guidance. Sanctuary Model of Care is utilized promoting a deeper understanding of trauma informed care. Because Good Shepherd is a Targeted Assistance, Title I program, ALL students in this facility are eligible for Title I services. There is no specific criteria utilized to determine eligibility. Family contact is supported based on custody holder/court order directives.</p>
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Title I, Part A – Educational Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>Title I Schoolwide Schools: In determining Title I eligibility, funds are allocated to each school based on eligible attendance, poverty percentages based on CEP (school lunch) data. All six schools in the Meriwether County School District are School-wide Title I schools. ALL students and their parents have equal access and eligibility in receiving Title I services. Determination of needs is based on the comprehensive needs assessment and data from the Ga Milestones and CCRPI. Evidence based instructional strategies are identified and implemented, professional learning is utilized to assist teachers in the development of strategies that will yield student achievement, and parent engagement activities are developed to help build parent capacity and yield student achievement when using Federal Funds. In every Meriwether County classroom, teachers and students begin with a clear understanding of the behavioral and academic expectations of the standards (per the Georgia Milestones Achievement Level descriptors). Students can explain what they are required to know, understand, and do. The teacher uses a clearly defined curriculum, aligned resources, and data from quality assessments to collaboratively plan and facilitate rigorous instruction for all students through a common and pervasive instructional framework. Each student produces evidence of high levels of learning, culminating in demonstration of the highest level descriptor of the standards. Teachers provide clear, timely and constructive feedback in a variety of ways to inform student mastery of the standards. Professional Learning for teachers is developed based on the annual system and school level analysis of data resulting in a comprehensive needs assessment. Professional Learning plans are created and aligned from the identification of needs. With literacy, Math, Science and Social Science as the focus for improvement Meriwether County</p>
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Title I, Part A – Educational Programs

	<p>system level and school level professional learning has focused on data that signifies student performance in these areas. Additionally, recent professional learning has had the standards, assessments and level of rigor as a focus. Administrative review through TKES and focus walk data show that the impact of current professional learning has resulted in more equity of common practice. The expectation is for teachers to become content knowledge experts and instructional delivery. Structured professional development is provided at all schools and within all content areas with a specific focus on teacher instructional practices to impact student achievement.</p> <p>Strategic improvement priorities for student learning have centered on teacher-focused interventions and monitoring, challenging students through a high level of learning and discourse and developing relationships with students. Evidence-based instructional interventions are monitored through collaborative efforts of school and district-level leadership. All Title I Schools use Title I funds to support standards-based instruction in all content areas. Consultants are utilized to help with data dis-aggregation and in developing formative assessments. Supplemental instructional support is provided through the utilization of technology and software such as Progress Learning, IXL, Flocabulary, Learning A-Z, Gallopade, Newsela, STEMscopes, Foundations, i-Ready, and Edmentum.</p> <p>All schools in the district are committed to building relationships with parents and family members to foster the highest academic potential of each student. All Title I Schools, to promote and support family and parent engagement, provide regular two-way communication between school and home. We work to build parent capacity with specific strategies and resources to help their students at home by providing resources for checkout in the Parent Resource Center, volunteer training meetings, and Parent Engagement Nights.</p> <p>Schools for children living in local institutions for neglected or delinquent children: Meriwether County does not have any local institutions or facilities for neglected or delinquent children.</p>
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p>	<p>Migrant students are identified through an Occupational Survey which is included in the student enrollment packet. Families complete the survey each new school year and report the findings to the Federal Program Director. The survey is also provided for any new students that enroll throughout the school year and summer months as required in the Georgia Migrant Education Program Identification, Recruitment, and Data Collections Handbook. At this time, Meriwether County does not have any Migrant students in the currently district. In the event that any students are enrolled, the Title I Director and/or Migrant Education Coordinator would follow these procedures:</p> <p>Records Maintenance and Transfer:maintain, update, and properly code all required enrollment, educational, and health data in Meriwether County School System's Student Information System on migrant eligible students and share this information on an intra-district and interstate basis.</p> <p>Priority of Services: ensure that the students identified on the LEA Priority for Services (PFS) reports, supplied by the state or regional Migrant Education Program office, are being provided the opportunity for MEP funded services before other migrant students are served during regular and/or summer programs.</p> <p>Migrant Services Coordination: plan for and consistently monitor its migrant students to ensure that their needs are being met by all applicable MCSS instructional and/or support services during regular school year, intersession, and summer periods. In addition, MCSS would provide services to preschool migrant children (ages 3-5) that are served in early childhood programs offered by the MEP or other community agency.</p> <p>Parent Engagement/ Parent Advisory Consultant (PAC): consult with a migrant PAC on the planning, implementation, and evaluation of the migrant program.</p> <p>Professional Development:attend required Migrant Education Program training provided by the Department, or other non-local professional development opportunities, i.e., identification and recruitment (ID&R) trainings or workshops, and/or national/state/local migrant education program conferences aligned to the needs of migrant students.</p> <p>Program Evaluation:evaluates and improves the effectiveness of the migrant program to enable all migrant students to meet the same challenging state content and performance standards that all Georgia children are expected to meet.</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).</p> <p>2. Direct-funded LEAs describe:</p> <p>3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer.</p> <p>4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.</p>	<p>Meriwether County utilizes the Title I - Part C Occupational Survey to identify any Migrant students. The survey form is included in the student enrollment packet. Families complete the survey each new school year and report the findings to the Federal Program Director. The survey is also provided for any new students that enroll throughout the school year and summer months as required in the Georgia Migrant Education Program Identification, Recruitment, and Data Collections Handbook. The Occupational Surveys are reviewed by the Title I Director to identify any Migrant students so that information and records can be communicated with the Department of Education and the ABAC Migrant Education Consortium Specialist. In addition, each year, the district submits and updated Consolidated LEA Improvement Plan to the Georgia Department of Education outlining information and services that will be provided for Migrant Students in the district.</p> <p>Meriwether County does not have any Migrant Students at this time. In the event that any students are enrolled, the Title I Director and/or Migrant Education Coordinator would follow these procedures:</p> <p>Records Maintenance and Transfer: maintain, update, and properly code all required enrollment, educational, and health data in Meriwether County School System's Student Information System on migrant eligible students and share this information on an intra-district and interstate basis. The Federal Programs Director would communicate with ABAC's Migrant Education Consortium Specialist about the timely transfer of pertinent school records, including information on health, when children move from one school to another; and how the district will use the Migrant Student Information Exchange (MSIX).</p> <p>Priority of Services: ensure that the students identified on the LEA Priority for Services (PFS) reports, supplied by the state or regional Migrant Education Program office, are being provided the opportunity for MEP funded services before other migrant students are served during regular and/or summer programs.</p> <p>Migrant Services Coordination: plan for and consistently monitor its migrant students to ensure that their needs are being met by all applicable MCSS instructional and/or support services during regular school year, intersession, and summer periods. In addition, MCSS would provide:</p> <ul style="list-style-type: none"> ● Supplemental support services and outreach activities for preschool children (ages 3-5), out of school youth and their families to help them gain access to health, other education, nutrition and social services during the school year and summer term. ● Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children. ● Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth. ● Support for tutorials, mentoring, and academic or career counseling. ● Basic instruction services directly attributable to immigrant students including the costs related to additional classroom supplies,
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Title I, Part C – Migrant Supplemental Support Services

	<p>transportation, or additional basic instruction services.</p> <p>Parent Engagement/ Parent Advisory Consultant (PAC): consult with a migrant PAC on the planning, implementation, and evaluation of the migrant program.</p> <p>Professional Development: attend required Migrant Education Program training provided by the Department, or other non-local professional development opportunities, i.e., identification and recruitment (ID&R) trainings or workshops, and/or national/state/local migrant education program conferences aligned to the needs of migrant students.</p> <p>Program Evaluation: evaluates and improves the effectiveness of the migrant program to enable all migrant students to meet the same challenging state content and performance standards that all Georgia children are expected to meet.</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: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: Description of your district's procedures Specific professional learning activities Plan to monitor implementation with fidelity</p>	<p>To continue to improve graduation rate outcomes for students with disabilities, the district will continue to conduct activities that positively impact post-school outcomes for students with disabilities including school completion, school-age transition, and post-secondary transition. According to current data, the SWD annual Event Rate rose by 25.5% from 65.83% in 2022-23 to 82.61% in 2023-2024. The district began this work by identifying any barriers that directly or indirectly impact school completion for students with disabilities and are the greatest leverage points for improving outcomes within the district. These barriers continue to include:</p> <ul style="list-style-type: none"> ● Academic Achievement ● Access to effective instruction for ALL students ● Access to Specially Designed Instruction for Students with Disabilities ● Access to Transition Services <p>Academic Achievement and Access to Effective Instruction Across all content areas, students with disabilities consistently performed at lower levels than their peers without disabilities. The percentage of SWD scoring at the Beginning level was approximately double that of non-SWD across subjects, while the percentages of Proficient and Distinguished students were significantly lower. These performance gaps highlight the urgent need for targeted instructional support, accommodations, and interventions to improve outcomes for students with disabilities in core academic areas. Performance data reveals significant achievement gaps between SWD and their non-disabled peers. For example:</p> <ul style="list-style-type: none"> ● In ELA, 73.5% of SWD scored at the Beginning level, compared to 36% of non-SWD. ● In Math, 63% of SWD scored Beginning vs. 33.3% of non-SWD. <p>● Similar gaps exist in Science and Social Studies.</p> <p>This directly supports improving graduation rates by identifying academic performance as a leverage point for early intervention and instructional enhancement. In response, the district has implemented the following procedures and supports:</p> <ul style="list-style-type: none"> ● Strategic partnerships with Curriculum Associates and RESA to promote Tier 1 instructional improvement. ● Diagnostic tools (HMH, iReady) for continuous progress monitoring. ● Targeted academic coaching for co-teaching teams to strengthen core and specialized instruction. ● Development of lesson plans that include specially designed
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IDEA Performance Goals:

	<p>instructional strategies.</p> <p>During the 2024–2025 school year, the district continued to leverage strategic partnerships and collaborate with external content specialists to support improvement outcomes in special education. A detailed analysis of performance data continues to take center stage at leadership team meetings and reveal that while some progress was noted since the initial implementation of improvement strategies in the 2022–2023 school year, several key practices are still struggling to be used consistently and sustained district-wide. Specifically, co-teaching teams continued to show minimal improvements in the following areas:</p> <ul style="list-style-type: none"> ● Designing instructional activities that promote higher-order thinking; ● Delivering explicit instruction and specially designed instruction (SDI); ● Providing positive, constructive feedback to guide learning and behavior; ● Ensuring access to universal assistive technology tools <p>The district literacy team actively partnered with multiple educational agencies to promote the implementation of strong, evidence-based Tier 1 practices and support curriculum development. Instructional coaches and school-based data teams met quarterly to analyze benchmark data and design intervention and acceleration plans. These efforts were reinforced by monthly professional development sessions facilitated by consultants from Curriculum Associates and participation in various training sessions offered by the local Regional Educational Service Agency (RESA). To further support students with disabilities, the district ensured continued access to a range of diagnostic tools—including HMH and iReady—which are used to assess academic performance and monitor student progress consistently throughout the year. During the 2025–2026 school year, the district will expand its commitment to improving academic outcomes for students with disabilities by partnering with Kids First to provide individualized coaching for all special education teachers. This strategic collaboration was designed to strengthen classroom instruction through tailored, job-embedded professional development that meets teachers exactly where they are in their practice. Through this partnership, teachers receive one-on-one coaching focused on enhancing their instructional techniques, classroom management, and ability to deliver specially designed instruction (SDI). This level of targeted support allows for real-time feedback and modeling of evidence-based strategies, ensuring that professional development is both practical and immediately applicable. As a result, special education teachers are not only improving their instructional delivery, but also gaining the tools and confidence needed to meet the diverse needs of their students. By investing in individualized coaching, the district is also reinforcing its broader goal of strengthening Tier 1 and Tier 2 instruction across all</p>
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IDEA Performance Goals:

	<p>schools. This work directly supports the goal of narrowing achievement gaps and increasing student proficiency on statewide assessments, particularly among students with disabilities. Additionally, this level of consistent, personalized support contributes to higher levels of teacher retention and job satisfaction, creating a more stable and skilled instructional workforce. Implementing ongoing professional development to ensure that teachers are incorporating stronger evidence and/or research based instructional practices within their classrooms is also key to ensuring access to effective instruction. School leaders will continue to identify select special education and general education teachers to participate in a yearlong professional development cohort that provides ongoing coaching aimed at improving instruction and implementing HLPs into their daily instruction through the SWD Performance Academy offered by our local GRLS. During the 2024-2025 school year a Cohort 2 will be implemented, and a new cohort of newly hired special education teachers will begin. Training will commence in July 2025 for new hires and will continue throughout the 2025-2026 school year for both cohorts. It, too, incorporates training and coaching for providing specialized learning for students with disabilities. In a rural county, not having access to highly trained special education teachers can have a negative impact on academic achievement.</p> <p>Because of this, a team approach will continue to be taken to support this population of students. Curriculum Directors, the Special Education Director, Special Education Coordinators, Instructional Coaches and School Admin, will collectively participate in supporting monthly co-teaching observations. Quarterly professional learning opportunities for school administrators and district administrators will also be provided to support the enhancing of instructional delivery. Teachers will be identified based on the results of the district instructional walkthroughs and co-teaching observations. To ensure fidelity, the Special Education Director will receive feedback and reports monthly at district leadership meetings.</p> <p>Access to Specially Designed Instruction for SWD</p> <p>Much of the 2024-2025 school year, school-based professional learning activities were directly related to the following:</p> <ul style="list-style-type: none"> ● Understanding the Science of Reading ● Writing Meaningful PLAAFPs ● IEP Goal Progress Monitoring ● IEP compliance ● SDI, Specially Designed Instruction <p>During the 2025-2026 school year, the special education department will continue to focus on teacher pedagogy with an emphasis on teaching teachers how to effectively implement specially designed instruction and select instructional strategies for students that have the highest impact on student achievement. Specially designed instruction for students with disabilities requires the Special Education Director and local school teams to ensure that students are being assessed</p>
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IDEA Performance Goals:

	<p>using instruments and tools that yield the most accurate results when determining both the cognitive and achievement levels of a student. The Special Education Director will continue to monitor the evaluations and reports quarterly to ensure that teachers are being provided with the most accurate information concerning the ability levels of students with disabilities. By accurately pinpointing a student's deficits, teachers can create meaningful Individualized Educational Plans that are designed to specifically enhance the academic ability of those students. Ongoing professional development will be provided to the special education staff regarding Universal Design for Learning, goal creation and progress monitoring, in addition to, ongoing training to keep the assessment team abreast of new, innovative information regarding assessments tools and interventions. Every 9 weeks special education and general education teams will participate in data review activities designed to ensure that students are making adequate progress toward their IEP goals. This will also allow data teams to assess the quality of specially designed instruction for students with disabilities.</p> <p>The Special Education Director will monitor data team meetings by collecting sign in sheets and agendas from team meetings. To aid in this process, the district has created a collaborative planning process that guides special education and general education through a process of analyzing student data, discussing student needs, identifying researched/evidenced based instructional strategies teachers to attend collaborative planning sessions and incorporate input into weekly lesson plans that outline how they will be working with students in their assigned classes. Some teachers will create stand alone lesson plans that detail the instructional practices that they will implement for small groups, while others will add to the weekly lesson plans created by the general education teachers in which they co-teach. To monitor the implementation of this practice, the Curriculum Directors will provide the Special Education Director with a report out quarterly at the Leadership Team meetings.</p> <p>Access to Transition Services To support students with disabilities in successfully transitioning from school to post-secondary life, the district continues to implement a multi-layered approach focused on interagency collaboration, educator training, individualized transition planning, and strategic monitoring led by the Special Education Director. These efforts aim to increase graduation rates, improve Indicator 13 and 14 compliance, and ensure meaningful post-school outcomes for every student.</p> <p>Interagency Collaboration & Work-Based Learning The district maintains strong partnerships with agencies and organizations to ensure that students with disabilities receive relevant training and access to workforce experiences aligned to their IEP Transition Plans:</p> <ul style="list-style-type: none"> ● West Georgia Technical College and Roosevelt Warm Springs Rehabilitation Center partner with the district to offer Career Technical Certification Programs. ● Community Work Adjustment (CWA) sites, such as Goodwill, Home
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IDEA Performance Goals:

	<p>Depot, and local food service locations, where they build soft skills and gain real-world work experience.</p> <ul style="list-style-type: none"> ● Pre-Employment Transition Services (Pre-ETS) provided on-site at all high schools included career exploration workshops, job readiness training (e.g., dressing for interviews, time management), workplace behavior coaching, resume building and mock interviews. <p>Transition Planning, Oversight, and Educator Development The district ensures that high-quality transition plans are developed and implemented through intentional planning and continuous monitoring:</p> <ul style="list-style-type: none"> ● The Special Education Leadership Team conducts monthly IEP file audits with a dedicated focus on: <ul style="list-style-type: none"> ● Measurable post-secondary goals in education/training, employment, and independent living ● Age-appropriate evidence-based transition assessments ● Evidence of coordinated transition services (e.g., referrals to GVRA, work-based learning opportunities) ● Alignment of transition services with graduation pathway requirements <p>Special education teachers in grades 9–12 will participate in a Transition Alliance, receiving:</p> <ul style="list-style-type: none"> ● In-person professional development on writing compliant, student-driven transition plans ● Training on how to coordinate with local businesses and agencies ● Transition planning toolkits and resources (e.g., sample portfolios, assessment banks) ● Support in organizing career days, job shadowing, and in-school work labs <p>Each high school has a Transition Lead teacher designated to:</p> <ul style="list-style-type: none"> ● Serve as the building liaison for transition services ● Coordinate activities such as job site visits, soft skills boot camps, mock interviews, and resume writing workshops ● Maintain a Transition Activities Log capturing student participation and outcomes ● Collaborate with GVRA and other agencies to facilitate student
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IDEA Performance Goals:

	<p>referrals and track service delivery</p> <ul style="list-style-type: none"> ● Student & Family Engagement <p>The district places a strong emphasis on equipping both students and families with the knowledge and tools needed to support successful post-secondary outcomes:</p> <ul style="list-style-type: none"> ● Student-led IEP meetings will become a focus in middle school and will be structured to develop student self-advocacy, communication, and goal-setting skills. <ul style="list-style-type: none"> ● Students begin creating Transition Portfolios as early as 8th grade, which includeul ● Career interest inventories ● Resume drafts ● Work experience reflections ● Documentation of accommodations and assistive technology needs <p>Annual Transition Parent Trainings are held each spring in partnership with GVRA and DBHDD, covering:</p> <ul style="list-style-type: none"> ● College disability services and 504/ADA navigation ● Social Security Income (SSI) eligibility ● Supported employment and Medicaid waiver services <ul style="list-style-type: none"> ●ul ● Guardianship and alternatives to guardianship <p>The Child Find Coordinator will support post-school follow-up by conducting structured check-ins with families of graduating seniors with IEPs at 3, 6, and 9 months post-graduation. This includes collecting Indicator 14 data and monitoring linkage to adult services.</p> <p>Monitoring & General Supervision by the Special Education Director The Special Education Director is responsible for maintaining general supervision of transition services across the district. This includes:</p> <ul style="list-style-type: none"> ● Conducting monthly IEP Audit review to evaluate compliance with transition plan requirements (goals, assessments, services, agency involvement) ● Collecting School Transition Activity logs to review documented transition events, job placements, parent trainings, and Pre-ETS participation by school ● Conducting Quarterly Check-Ins with Transition Leads at each high school to review student progress, identify barriers, and offer technical assistance
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IDEA Performance Goals:

	<ul style="list-style-type: none"> ● Overseeing agency coordination by tracking student referrals to GVRA and following-up on service completion; ● Monitoring Post-School Outcome Data Collection to include analyzing Indicator 14 data and trends from follow-up calls at 3, 6, and 9 months post-graduation; report findings in the district's compliance plan ● Conducting an end-of-year review of transition outcomes, student participation rates, training completion, and educator feedback <p>The district's aligned focus on improving instructional quality, ensuring access to specially designed instruction, and strengthening transition planning is designed to address the root causes of underperformance and accelerate graduation rates for students with disabilities. Through data-driven monitoring, capacity-building for teachers, and meaningful partnerships with agencies and families, the district will continue to improve outcomes under IDEA Performance Goals 1, 13, and 14 while sustaining the upward trend in SWD graduation rates observed over the past year.</p> <p>!-a=1--</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include: LEA procedures Services that are offered and provided within your district as well as where the service options are</p>	<p>/td</p> <p>/tr</p> <p>/tbody</p>
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IDEA Performance Goals:

<p>located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5 populationCollaboration with outside agencies,</p>	<p>/table !----comment node---- !--a=1--</p>
<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include: How teachers are trained on IEP/eligibility procedures and instructional practices How LRE is ensured The continuum of service options for all SWDs How IEP accommodations/modifications are shared with teachers who are working with SWDs Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>ent node---- The Special Education Department will consistently update and improve the district's policies and procedures to reflect the most current rules and regulations regarding IDEA Federal and State Law. Improving the provision of a free and appropriate public education to students with disabilities also requires the Special Education Director to review existing policies to ensure that appropriate services are provided and that students are being served in the least restrictive environment possible and served on a continuum of services. To accomplish this, select special education district office staff will continue to conduct a monthly review of IEPs to ensure that teams are ensuring that special education students are receiving a free and appropriate public education. School level Special Education Coordinators will meet monthly with their local special education staff to provide training on IEP procedures and will highlight an instructional practice of the month to train the teachers on. The Special Education Director has taken the results of the 2023-2024 monthly IEP audit reviews and will create a monthly calendar of IEP components and practices that will be highlighted monthly for all special education staff during the 2024-2025 school year. A google form has been created for teachers to use to sign off on after reviewing the presentation each month. This documentation will be kept as evidence of technical assistance.</p> <p>At the school level, at the beginning of every school year and at the completion of every IEP annual review meeting, special education teachers are required to share IEP accommodations/modifications with teachers who work with students with disabilities. Teachers are required to sign an acknowledgement of IEP accommodations/modifications form to serve as documentation that they were aware of the services provided to students. These forms are sent to the district office and kept on file.</p> <p>Professional learning will continue to be provided to administration and staff regarding best practices when deciding on student placement and the continuum of services. The district will also incorporate parent training designed to provide information regarding the types of services that the district provides regarding students with disabilities, understanding their child's disability and strategies that they can use at home to support their children. To do this, school level coordinators will be charged with hosting 2 parent trainings a school year. The District will communicate with school personnel monthly, at minimum, to provide them with the most up to date information regarding state and federal laws and regulations. School administrators will be provided</p>

IDEA Performance Goals:

	<p>with an overview of the governing guidance of the Special Education Program monthly at District Leadership meetings. To ensure completion of these activities, the Special Education Director will collect documentation of meetings, such as sign in sheets and agendas.</p> <p>!----comment node----!--a=1--!----comment node----!--a=1--</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>The Special Education Department will continue to follow monitoring procedures created by state and local policy to ensure that local schools are operating in compliance with state and federal laws and regulations. This includes continuing to incorporate quarterly compliance reviews and overseeing a compliance review team. Consistent monitoring of IEPs and evaluations will be maintained. The district will communicate timelines for paperwork submission and oversee the handling of special education paperwork by utilizing the Special Education District Google Calendar to communicate with special education leadership teams about established timelines. Due Dates have already been established and included in the 2025-2026 Special Education manual for school teams to have on hand. In addition, Infinite Campus will be used to generate monthly reports that will be monitored by the Special Education District Team (Sped Director, School Psychologist, MTSS Coordinator and 1 School Level Sped Coordinator). Communication between both the district and the school will be maintained to ensure timely and accurate data submission. A schedule will also be developed to ensure timely data submission of student record event dates. The district has developed a plan to provide technical assistance to correct noncompliance. This plan involves the drafting of compliance reports that include both school level and district level responsibilities to both support and correctly identify the noncompliance. School based sped coordinators will review all IEP related paperwork for compliance before sending it to the district office for review.</p> <p>Special Education staff will participate in monthly professional development activities via their PLC that addresses any compliance issues found through the monitoring process.</p> <p>All efforts mentioned are aimed at improving compliance with state and federal laws and regulations.</p> <p>!--a=1--</p>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

<p>A. Well-Rounded Activities (WR)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY26 Title IV, Part A funds</p>
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<p>B. Safe and Healthy (SH)-Climate/Culture Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY26 Title IV, Part A funds</p>
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<p>C. Effective Use of Technology (ET)-Professional Learning Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY26 Title IV, Part A funds</p>
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<p>D. Effective Use of Technology 15% (ET15)-Infrastructure Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY26 Title IV, Part A funds</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	100% transfer of FY26 Title IV, Part A funds
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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

Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies	In FY24, Meriwether County had two identified equity gaps:		
	1. Student achievement identify subgroups, grade level span and content area(s) 2. TAPS Distribution		
	Identified Equity Gaps	Strategies used to reduce the gap	Effectiveness
	Student achievement identify subgroups, grade level span and content area(s)	EI-10 Equitable allocation of academic resources to students	Intervention SOMEWHAT Effective– with the rise in learning loss, we had gains but identified some gaps that we need to still work on. We will make a few adjustments to activities and strategies in FY25.
Teacher Retention	EI-5 - Support the retention of effective teachers and effective school leaders	Intervention SOMEWHAT Effective- we continue to lose teachers due to the rising costs and lack of resources in our area to promote growth. In addition, we see a lot of teachers moving to districts closer to their home and districts that pay more than our district. We plan to initiate changes in Fy25 that will hopefully help this problem.	
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Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Identified Equity Gaps	Strategies used to reduce the gap	Effectiveness	Strategies that were successful: Summary of Success
	Student achievement identify subgroups, grade level span and content area(s)	EI-10 Equitable allocation of academic resources to students	Intervention Somewhat Effective—we will make a few adjustments to activities and strategies in FY25 12 of 15 strategies were effective.	<ul style="list-style-type: none"> ●Increase STUDENT ACHIEVEMENT in all content areas.* Assess the current level of rigor and curriculum needs, to identify district reading needs, resources, and literacy frameworks. * Develop expectations for rigorous instruction by content area and by grade level. * Integrate learning using fine arts programming * Utilize curriculum content standards * Follow pacing guides * Establish expectations and processes to increase students' accountability for their learning progress. * Increase the percentage of students reading on grade level * Development and use of Formative Assessments to gauge student growth and areas of weakness ●Obtain Instructional resources to support classroom instruction (Technology resources: software and hardware, STEAM/Robotics resources, Assessment Tools, supplemental content resources, web-related resources, web-based curriculum, career related resources) ●Provide Initiatives that elevate academic and behavioral support to promote safe and supporting learning environments for students and staff and increase student achievement. (PBIS, Capturing Kids Hearts, Check and Connect Mentoring Program, Second Step, MTSS, an additional SRO) ●Opportunities for students to participate in academically challenging courses (Advanced Content/ AP / Dual Enrollment) ●Evidence Based - Job-embedded PL (Consultants, PL training's / workshops, PLC's, Book Studies, allowable conferences, etc.) ●Provide parent, family, and community engagement opportunities to build capacity, provide input and develop relationships to support student achievement (Parent Forums, Capacity building activities, Coffee Chats, School Councils, Report Card Conferences, Community forums) ●Provide a Tiered Induction/Mentoring program to support all teachers/leaders in the district and provide differentiated PL to meet the needs in the district.

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			<ul style="list-style-type: none"> ●Stipends for teachers and leadersto work off-contract to develop instructional frameworks, analyze data and monitor SIP goals. ●Provide FINE ARTS academic and enrichment PROGRAMMING (Contracted services)to strengthen our academic goals and meet the learning modes of students and PURCHASE SUPPLIES ●Providing Afterschool / Summer School programsto help remediate, enrich, and support students. ● Implement aMulti-Tiered System of Supports(MTSS) ●Provide DISTRICT SUPPORT for Identified CSI/TSI Schoolsto help them improve academically, provide safety for students and staff, and improve their school climate. (Attend meetings, provide PL, assist with observations and feedback)

<p>Equity Gap 2Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies</p>			
	Identified Equity Gap	Strategy used to reduce the gap	Effectiveness
	TAPS Distribution	EI-5 Support the retention of effective teachers and school leaders	Intervention Somewhat Effective:We will adjust the activities /strategies used in FY25

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

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Strategic Initiatives	Effectiveness	Strategies that were successful
	<p>5 Support the retirement of effective induction teachers/strategies used in FY24 of the</p>	<p>Intervention Summary: We will adjust the activities/strategies used in FY24 of the</p>	<ul style="list-style-type: none"> ●Provide JOB-EMBEDDED, EVIDENCE BASED PROFESSIONAL LEARNING OPPORTUNITIES for school level staff and administrators to enhance their knowledge, build capacity, and help them to grow professionally to better serve our school district. ●Provide opportunities to INCREASE TEACHER AND LEADER EFFICACY AND MORALE.(leadership development program, leadership retreat, pay for performance, signing bonuses, and other awards and recognition's) ●Fine-tune our INDUCTION/MENTOR PROGRAM to support Induction Teachers (less than 4 years of experience).(continue using an induction/mentor coordinator to implement and monitor our Induction/Mentor program, provide mentor stipends, create and implement a program evaluation tool to continuously monitor and improve program outcomes to provide quality mentor support for induction teachers, conduct Teacher Mentor trainings, provide or suggest professional learning sessions if requested (i.e. FIP, West Georgia RESA, conferences), support the Principal, Instructional Coach, and Teacher Mentors with program implementation for all Tier 1-3 teachers, attend Induction Phase Teacher Support Team meetings, work with Instructional Coaches to facilitate/model monthly meetings and/or book studies, assist teachers with establishing PL goals tied to recertification, assist special education teacher/mentor/coach teams with implementing evidence-based practices using mixed reality simulation, make school visits 1-2 times per month at each school, and monitor the monthly calendar checklist for each mentor/teacher team)

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

	egies s wer e high y effe ctive	<ul style="list-style-type: none">●Provide opportunities for teachers to OBTAIN ADDITIONAL CERTIFICATIONS that will help enable them to be certified in multiple areas or obtain endorsements(ex: teachers wanting to obtain additional content certifications, SPED, ESOL, Gifted, READING, etc.) for future teaching opportunities.

4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

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

Title I, Part A	NO PARTICIPATING PRIVATE SCHOOLS
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Title II, Part A	NO PARTICIPATING PRIVATE SCHOOLS
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Title III, Part A	NO PARTICIPATING PRIVATE SCHOOLS
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Title IV, Part A	NO PARTICIPATING PRIVATE SCHOOLS
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Title IV, Part B	NO PARTICIPATING PRIVATE SCHOOLS
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Title I, Part C	NO PARTICIPATING PRIVATE SCHOOLS
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IDEA 611 and 619	As part of the federal requirement to conduct child find services and offer services via proportionate share, the special education department will continue to implement a timely and meaningful consultation process with its local private school and home school network. During this process, the special education department conducts ongoing meetings with private school stakeholders to identify the needs of their students with disabilities and suspected disabilities. The school district readily conducts evaluations and determines the eligibility of services for students and offers services that are outlined in the proportionate share agreement. One of the overarching needs that continue to show up year after year is participation in the consultative process. Typically, select home school parents and private school personnel decline to elect to have conversations regarding the use of the funds and services. They are good with notifying the district about students of concern and participating in the IEP meetings.
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