

# COMPREHENSIVE NEEDS ASSESSMENT (CNA) AND DISTRICT IMPROVEMENT PLAN (DIP) AMENDMENT FORM

2018 – 2019

District Name: Turner County

District Team Lead: Zetta Daniels and Alan Smith

**Instructions:** For each section being amended, insert the current language from the District’s most recently approved 2017-2018 Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) in the text field on the left and the amended language to reflect requested change(s) in the text field on the right. Please note that only the sections of the CNA/DIP that are being amended are to be completed. After amendments are entered and completed, upload this form, along with the other CLIP documents, on the SLDS CLIP application.

## 1. DISTRICT COMPREHENSIVE NEEDS ASSESSMENT INFORMATION

### 2.1-2.7 Data Collection and Analysis

<p><b>Current Language:</b> State <b>current language</b> in most recently approved CNA and section number that it can be found.</p>	<p><b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **</p>
	<p>Add to section 1.2 Identification of Stakeholders: Turner County collaborated with the regional DFACS Director during May/June 2018 to revise the Foster Care Transportation Plan. Turner County does not have a system school social worker. However, this has been identified as a prioritized need for the district.</p> <p>Add to section 2.1-2.7 Comments (Optional): The Turner County School System has hired a full time Director of Curriculum and Instruction and a full time Director of Instructional Technology to begin work on July 1, 2018. The Turner County School System leadership team recognizes that restructuring in both personnel and grade configurations, along with the hiring of the two new instructional directors has created a need for an extensive re-evaluation of the 5 systems. A projected need for the district will be to contract with a school improvement specialist to help guide this process during the 2018-2019 school term. The district believes that an external specialist will be able to guide the work and provide valuable insight as we seek to identify the most significant system needs, select the necessary interventions, develop quality plans for implementation, implement plans, and plan and execute methods for</p>

examining progress. The current plan addresses current needs and progress occurred across many grade levels when comparing spring 2017 GMAS scores and current 2018 GMAS scores.

Added to Section 2.3 Professional Capacity Staff Collaboration: Each Turner County school will have a leadership team that meets a minimum of twice per month. The academic coach meets with grade level groups on a weekly basis to review formative and summative data and to assist in planning effective lessons. Turner County is also working with neighboring systems to participate in joint instructional planning sessions. Ex: Turner County math teachers will participate in professional learning sessions with neighboring systems that employ a similar instructional framework/program as Turner. All building principals meet once per month with the district team that is composed of the Superintendent, Director of Curriculum and Instruction, Director of Instructional Technology, Director of Student Support and Testing, Director of Special Education, Director of Federal Programs, Director of Maintenance and Operations, and the Chief Financial Officer. Additionally, all Turner County principals and assistant principals will participate in job-alike professional development sessions provided by the local RESA.

Added to 2.7.3 Student Achievement Trends and Patterns: EOG Data: Turner County students demonstrated progress as it relates to moving students out of Level 1. School leadership teams participated in a school improvement process during June of 2018 in order to develop improvement plans based on current data. Teams made "apple to apple" comparisons as much as possible such as comparing 3<sup>rd</sup> grade test scores from spring of 2017 with 4<sup>th</sup> grade scores from spring of 2018. Data revealed improvements in all but one of the 3-8 comparisons. Students that transitioned from 5<sup>th</sup> to 6<sup>th</sup> showed an increase in Level 1 students. All other comparisons revealed a reduction in the number of students that scored in Level 1. Turner recognizes that the goal is for students to score as Level 3 Proficient learners. Mathematics revealed similar growth but overall the growth was not as consistent as in ELA. Again, data revealed a drop from 2017 5<sup>th</sup> graders compared to 2018 6<sup>th</sup> graders. Also, there was a drop from 2017 7<sup>th</sup> graders compared to 2018 8<sup>th</sup> graders. The elementary school is in the process of implementing Eureka math. High school EOC scores were troubling and sparked conversations regarding the K-8 instructional frameworks. All academic subjects are a cause of concern for the Turner County School System. Reading and writing and two critical

	components that administrators and teachers will continue to address whether it be in ELA, math, science, social studies, or CTAE based classes.
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**3.1 Needs Identification and Root Cause Analysis**

<b>Current Language:</b> State <b>current language</b> in most recently approved CNA and section number that it can be found.	<b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **

**3.2.1-9 Program Strengths and Challenges**

<b>Current Language:</b> State <b>current language</b> in most recently approved CNA and section number that it can be found.	<b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **
<p>3.2.5(a) The Migrant Director, and Migrant tutor discuss the needs of the students with the teachers, principals, and other school leaders. There is also a Pre and Post Test to see how the student performs and what the tutoring needs of Migrant students.</p> <p>3.2.5 c The out-of-school youth receive book bags with specific items they need to support them. This consist of items for in the fields work or personal health and hygiene items along with bi-lingual dictionaries and other translated materials.</p>	<p>3.2.5a Turner County typically has 1-9 active migrant PK-12 students at any given time during the school year. In Turner County, all migrant students are held to the same academic performance expectations and personal growth targets as measured by GMAS and/or local benchmarks. The development of the IP allows the Migrant SSP to coordinate with the classroom teacher to coordinate a plan of instructional attack to ensure the student has every opportunity to meet and exceed state and local standards. The Migrant SSP attends faculty meetings, grade level planning meetings, and with schedule flexibility may be able to plan with designated classroom teachers. The Migrant SSP, in conjunction with the development of the IP, also follows the guidelines to ensure that a student that a migrant student who is failing, is at risk of failing, and whose education has been interrupted during the regular school year are given priority in receiving program services. While the IP may focus on a particular strategy or concept based on previous data, it is critical for the Migrant SSP and the classroom teacher to review the academic records of all transfer students to ensure PFS eligibility and to also ensure that the developed IP is meeting the needs of the individual migrant student.</p> <p>3.2.5c During FY19, the Turner County Migrant SSP will utilize the OSY Student Profile Form and the GOSOSY form to develop a plan of attack for identified OSY and DO participants. The Turner County Migrant SSP will develop an IP that outlines the goal for OSY and DO participants and how the goals shall be assessed. Turner County will utilize the FY19 Implementation Plan Progress Monitoring Report to track progress made by OSY and DO participants. Outcomes will be assessed by reviewing the IP and charting</p>

	<p>progress and identifying whether the IP goal was met by the migrant participant. The Migrant SSP, depending on the need, may utilize the OSY English Language Screener provided by the GaDOE Migrant Department, or may way work with regional support specialists to develop a rubric that most accurately measures the implementation of the IP.</p>
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### 3.2.10 Program Strengths and Challenges – LEA Equity Action Plan

<b>Current Language:</b> State <b>current language</b> in most recently approved CNA and section number that it can be found.	<b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **

### 3.3 Identification and Prioritization of Overarching Needs

<b>Current Language:</b> State <b>current language</b> in most recently approved CNA and section number that it can be found.	<b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **

### 3.4 Root Cause Analysis

<b>Current Language:</b> State <b>current language</b> in most recently approved CNA and section number that it can be found.	<b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **

### 3.4 Root Cause Analysis – Overarching Needs

<b>Current Language:</b> State <b>current language</b> in most recently approved CNA and section number that it can be found.	<b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **
<p>Overarching Need #1. Increase Student Reading Lexile Levels so students are reading on or above grade level.</p> <p>Root Cause #1: Inconsistency with programs being used; Lack of focus on writing and/or non-existence in content areas; Inconsistency of Lexile resources and measures;Lack of focus on vocabulary.</p> <p>Root Cause #2: Not using data to drive instruction with fidelity and lack of classroom management; Lack of effective Professional Learning;</p> <p>Root Cause #3: Lack of literacy at home;</p> <p>Root Cause #5: Lack of effective Professional Learning in the areas of vocabulary and Lexiles</p>	<p>Revised Overarching Need #1: Implementing an instructional framework that utilizes vetted and approved instructional materials in order to increase vocabulary awareness and the ability to read and write grade level or above text across all content areas.</p> <p>Revised Root Cause #1: Inconsistency with vetted and approved instructional materials and resources being used within and across grade levels.</p> <p>Revised Root Cause#2: Lack of focus on literacy development in academic content areas especially in the non-ELA content subjects;</p> <p>Revised Root Cause#3: Lack of professional development regarding the utilization of Lexile research and resources, the effective implementation of literacy strategies across all content areas, and the utilization of data to drive this instruction;</p> <p>Revised Root Cause#5: Classroom management issues interfere with the teacher's ability to meet the academic needs of all students. Additionally, some parents have limited resources at home to support reading, writing, and vocabulary development.</p>

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## 1. DISTRICT IMPROVEMENT PLAN INFORMATION

### Federal Funding Options to Be Employed (SWP Schools) in This Plan

<b>Current Language:</b> State <b>current language</b> in most recently approved DIP and section number that it can be found.	<b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **

### Factor(s) Used by District to Identify Students in Poverty

<b>Current Language:</b> State <b>current language</b> in most recently approved DIP and section number that it can be found.	<b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **

### 3.4 EQUITY INTERVENTIONS for REDUCING DISTRICT EQUITY GAPS

<b>Current Language:</b> State <b>current language</b> in most recently approved DIP and section number that it can be found.	<b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **
<p>1. See FY19 Equity Plan</p> <p>2. Timeline - (dates established for 2017-2018 school term).</p> <p>3. School and District Leadership Teams will review at the end of each nine weeks student discipline reports and academic data.</p>	<p>1. See FY19 Equity Plan</p> <p>2. Timelines - Adjust all dates to 2018-2019 school term.</p> <p>3. School Leadership Teams will meet twice per month to review school improvement data including academic achievement and discipline. The District Leadership Team will meet once per month to review similar data.</p>

### 3.4.2 EQUITY INTERVENTIONS for EQUITY GAP #2

<b>Current Language:</b> State <b>current language</b> in most recently approved DIP and section number that it can be found.	<b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **
<p>1. See FY19 Equity Plan</p> <p>2. Timeline (dates established for 2017-2018 term)</p> <p>3. Section: ACTIVITIES AND/OR STRATEGIES THE DISTRICT WILL IMPLEMENT TO ADDRESS IDENTIFIED EQUITY GAP: Teachers will be provided job embedded professional learning to improve instructional strategies to increase student academic achievement and student growth percentile. Training will be provided for supporting effective Professional Learning Communities (PLC).</p> <p>4. Section: DATA TO BE COLLECTED TO MONITOR THE IMPLEMENTATION OF</p>	<p>1. See FY19 Equity Plan</p> <p>2. Timelines (adjust all dates to 2018-2019 school term.</p> <p>3. Section: ACTIVITIES OR STRATEGIES THE DISTRICT WILL IMPLEMENT TO ADDRESS IDENTIFIED EQUITY GAP: Teachers will be provided job embedded professional learning in all academic core content areas to improve instructional strategies in order to increase student academic achievement and district/school/student growth percentile.</p> <p>4. Section: DATA TO BE COLLECTED TO MONITOR THE IMPLEMENTATION OF</p>

ACTIVITIES OR STRATEGIES. School and District Leadership Teams will review student discipline reports and academic data at the end of each nine weeks. District staff will review PL data, percent of PQ teachers/paras and percent completing endorsements.

ACTIVITIES OR STRATEGIES. School Leadership Teams will meet twice per month to review school improvement data including academic achievement and discipline. The District Leadership Team will meet once per month to review similar data.



#### 4. REQUIRED QUESTIONS

<p><b>4.a</b> - In developing this plan, briefly describe how the district sought advice from individuals and organizations [teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a district that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II, Part A] regarding how best to improve the district’s activities to meet the purpose of Title II, Part A; and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA programs, and activities being conducted in the community. [Sec. 2103(b)(3)]</p>	
<p><b>Current Language:</b> State <b>current language</b> in most recently approved DIP and section number that it can be found.</p>	<p><b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **</p>

<p><b>4.b</b> - Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. [Sec. 1111(g)(1)(B)]</p>	
<p><b>Current Language:</b> State <b>current language</b> in most recently approved DIP and section number that it can be found.</p>	<p><b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **</p>
<p>(2<sup>nd</sup> Sentence) All students, including poor and minority students, have equitable opportunities with respect to teachers' instructional experience, class size and teachers' ability to meet the diverse learning needs of students. (3<sup>rd</sup> Sentence) School improvement teams and leadership teams meet annually to ensure that all students, including poor and minority students including Migrant, English Learners and Students with Disabilities have equitable opportunities with respect to quality instruction, teachers' instructional experience, class size, and teachers' ability to meet the diverse learning needs of students. (</p>	<p>(2<sup>nd</sup> Sentence) All students, including economically disadvantaged and minority students, have equitable opportunities with respect to teachers' instructional experience, class size and teachers' ability to meet the diverse learning needs of students. (3<sup>rd</sup> Sentence) School improvement teams and leadership teams meet annually to ensure that all students, including economically disadvantaged and minority students including Migrant, English Learners and Students with Disabilities have equitable opportunities with respect to quality instruction, teachers' instructional experience, class size, and teachers' ability to meet the diverse learning needs of students.</p>

<p><b>4.c</b> - Describe the district’s systems of professional growth and improvement (for serving both the district and individual schools). The description might include:</p> <ul style="list-style-type: none"> <li>• how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy;</li> <li>• how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded;</li> <li>• how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time);</li> <li>• how the district is moving toward evidence-based professional development that aligns with ESSA’s new definition of professional development; and</li> <li>• what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes.</li> </ul> <p>[Sec. 2102(b)(2)(B)]; [Learning Forward Guidance</p>
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<p>(6<sup>th</sup> Sentence) Professional learning activities will be job embedded, content focused, and opportunities for feedback and reflection.</p>	<p>(6<sup>th</sup> Sentence) Professional learning activities will be job embedded, content focused, and provide opportunities for feedback and reflection.</p> <p>Add: The District recognizes the need to utilize funds, such as the Title IV SSAE, to build upon the current work being conducted within the PBIS framework. All staff members need to participate in professional learning designed to improve and enhance our ability, as classified and non-classified staff members, to interact with students in a manner that builds trust within all aspects of the school community.</p>

<p><b>4.d.1</b> – State whether or not the district waives certification under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33). [Sec.1112(e)(1)(B)(ii)]</p>	
<p><b>Current Language:</b> State <b>current language</b> in most recently approved DIP and section number that it can be found.</p>	<p><b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **</p>

<p><b>4.d.2</b> - If the district waives certification, specify whether or not, in the current fiscal year, certification is waived for all teachers (except Special Education, ESOL, Gifted). If certification is waived for a select group of teachers, please specify for which teachers the district waives certification. The description must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). Please note that in Georgia certification requirements for Special Education, ESOL and Gifted teachers CANNOT be waived. All Special Education teachers are required to hold GaPSC special education certification that is in-field for the course to which the teacher is assigned. In addition, ESOL and Gifted Teachers must hold the corresponding GaPSC endorsement. [Sec.1112(e)(1)(B)(ii)]</p>	
<p><b>Current Language:</b> State <b>current language</b> in most recently approved DIP and section number that it can be found.</p>	<p><b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **</p>

<p><b>4.d.3</b> - 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.). [Sec.1112(e)(1)(B)(ii)]</p>	
<p><b>Current Language:</b> State <b>current language</b> in most recently approved DIP and section number that it can be found.</p>	<p><b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **</p>

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<p><b>4.e</b> - Describe actions the district will take to assist its state and federally-identified schools needing support. Include the prioritization of Title II, Part A funds. [Sec. 1111(d); 1124(c)]; [Sec. 2012 (b)(2)(c)]</p>	
<p><b>Current Language:</b> State <b>current language</b> in most recently approved DIP and section number that it can be found.</p>	<p><b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **</p>

<p><b>4.f</b> - Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:</p> <ul style="list-style-type: none"> <li>• coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and</li> <li>• work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</li> </ul> <p>[Sec. 1112 (b)(12)]</p>	
<p><b>Current Language:</b> State <b>current language</b> in most recently approved DIP and section number that it can be found.</p>	<p><b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **</p>

<p><b>4.g</b> - 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. [Sec. 1112 (b)(11)]</p>	
<p><b>Current Language:</b> State <b>current language</b> in most recently approved DIP and section number that it can be found.</p>	<p><b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **</p>
<p>(1<sup>st</sup> Paragraph - 6<sup>th</sup> Sentence)This restructuring will allow all students, including high poverty and minority students, including Migrant, Homeless, Neglected and Delinquent, English Learners and Students with Disabilities to have equitable opportunities with effective instruction and teachers, principals and other school leaders ability to meet their diverse academic and social needs.</p>	<p>(1<sup>st</sup> Paragraph - 6<sup>th</sup> Sentence)This restructuring allows the school-wide focus to be on all subgroups,including economically disadvantaged, minority, migrant, homeless, English Learners, students with disabilities, and neglected and delinquent students. Additionally, the restructuring will create a collaborate effort so that teachers, support staff, and school leaders may work together to ensure all students are afforded more enhanced supports that results in a more robust educational environment.</p>

**4.h** - 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.

[Sec. 1112 (b)(10)]

<p><b>Current Language:</b> State <b>current language</b> in most recently approved DIP and section number that it can be found.</p>	<p><b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **</p>
<p>(1<sup>st</sup> Paragraph - 3<sup>rd</sup> Sentence) Also, each eight grade student completes a Career Pathway Assessment Inventory in Middle School.          (2<sup>nd</sup> Paragraph - 2nd Sentence) For the 2017-2018 school year, a 9th grade academy has been implemented.          (2<sup>nd</sup> Paragraph - 3<sup>rd</sup> Sentence) The students in the 9th grade academy are focusing on core academic subjects, building community awareness, and social maturity among varies other important skills.          (2<sup>nd</sup> Paragraph - 5<sup>th</sup> Sentence) Students are taken on various field trip around the community to visit local business          (3<sup>rd</sup> Paragraph - At the beginning and at the end of the year, senior class meetings are held and each meeting has a motivational speaker as the guest speaker.          (Final Paragraph - counseling topics include:          Accu Plaser          Employment and tour colleges          College reps come to HS campus</p>	<p>(1st Paragraph - 3rd Sentence) Also, each 8th grade student completes a Career Pathway Assessment Inventory.          (2nd Paragraph - 2nd Sentence) For the 2017-2018 school year, a 9th grade Academy has been implemented.          (2<sup>nd</sup> Paragraph - Insert two NEW sentences: The 9<sup>th</sup> Grade Academy is isolated from the other grade levels, excluding possible elective course (non-academic) course. Additionally, the Academy has a separate lunch schedule and students move as a group from class to class.          (2nd Paragraph - 3rd Sentence) The students in the 9th Grade Academy focus on core academic subjects, building community awareness, and social maturity among various other important skills.          (2nd Paragraph - 5th Sentence) Students are taken on various field trips to visit local businesses.          (3rd Paragraph - At the beginning and at the end of the year, senior class meetings are held and motivational speaker are invited to participate in these sessions.          (Final Paragraph: counseling topics include:          AccuPlacer          Employment and college tours          College, university, technical school, and military representatives visit HS campus to meet with students and counselors.</p>

**4.i** - 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.  
 [Sec. 1112 (b)(8)]

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<p><b>4.j</b> - 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. [Sec. 1112 (b)(9)]</p>	
<p><b>Current Language:</b> State <b>current language</b> in most recently approved DIP and section number that it can be found.</p>	<p><b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **</p>

<p><b>4.k</b> - Provide a general description of the instructional program in the following:</p> <ul style="list-style-type: none"> <li>• Title I schoolwide schools;</li> <li>• Targeted Assistance Schools; and</li> <li>• schools for children living in local institutions for neglected or delinquent children.</li> </ul> <p>[Sec. 1112]</p>	
<p><b>Current Language:</b> State <b>current language</b> in most recently approved DIP and section number that it can be found.</p>	<p><b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **</p>
<p>Title I, Title IIA, Title III Consortium, IDEA, Professional Learning, Region 2 Migrant Education Agency, Title IV, Title V, Homeless, Neglected and Delinquent and resources from the Coastal Plains Regional Educational Service Agency are used to supplement the LEA's efforts.</p>	<p>1<sup>st</sup> Paragraph - 2<sup>nd</sup> Sentence: Title I, Title II, IDEA, Professional Learning, Region 2 Migrant Education Agency, Title IV, Title V, Homeless, Neglected and Delinquent and resources from the Coastal Plains Regional Educational Service Agency are used to supplement the LEA's efforts.</p>

<p><b>4.l</b> - Describe how the district will promote interstate and intrastate coordination of services and educational continuity through:</p> <ul style="list-style-type: none"> <li>• the use of the Title I, Part C Occupational Survey;</li> <li>• the timely transfer of pertinent school records, including information on health, when children move from one school to another; and</li> <li>• how the district will use the Migrant Student Information Exchange (MSIX).</li> </ul> <p>[Sec. 1308 (2)(A)]</p>	
<p><b>Current Language:</b> State <b>current language</b> in most recently approved DIP and section number that it can be found.</p>	<p><b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **</p>

<p><b>4.m</b> - Describe how the district will provide supplemental support services and outreach activities for migratory preschool children, out-of-school youth and drop-outs and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services during the regular school year and during the summer term. [Sec. 1304(a)(b)(1) (A)(B)(C)(D)]</p>	
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	<p>Add: During the 2018-2019 school year, the Turner County Migrant team will coordinate with the regional office to develop a plan of action for serving OSY and homeless students. The number of OSY and dropout students is extremely limited but a definitive plan needs to be established for these students. The district has been working to develop an IP that targets health, safety, and community resource needs for OSY students. The district shall also work to develop an IP for dropouts that may include referrals to the Migrant HEP program at Abraham Baldwin Agricultural College. The Turner County team will coordinate with the regional team to discuss needs and to jointly develop an agreed upon IP.</p>

<p><b>4.n</b> - Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> <li>• IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities;</li> <li>• IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;</li> <li>• IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities; and</li> <li>• IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</li> </ul> <p>[20 U.S.C. 1416 (a)(3)(A)]; [20 U.S.C. 1416(a)(3)(B)]; [20 U.S.C. 1416(a)(3)(C)]; [1412(a)(22)]; [2 CFR 200.61]</p>	
<p><b>Current Language:</b> State <b>current language</b> in most recently approved DIP and section number that it can be found.</p>	<p><b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **</p>
	<p>Add: The IDEA goals will remain the same as those established for the FY18. However, in FY 19 the district will undergo an intensive instructional audit and a focus will be on the academic achievement level of special education students. While we analyze the achievement of all subgroups, the Special Education Director and her team will work with the School Improvement Specialist to specifically analyze factors that may be preventing our identified special education from reaching their full academic potential. Turner County previously has had to address disproportionality issues within our system but improved efforts by stakeholders allowed our program to be released from that designation.</p>

## 2.2 OVERARCHING NEED #1

### COHERENT INSTRUCTIONAL SYSTEM

GOAL	Increase the number of students reading at or above grade level/Lexile Level by 3% as measured by GMAS; increase K-3 students STAR Reading Level by 3% as measured by the fall pre-test and the spring post-test.		
Structure(s)	CIS-1, CIS-2, CIS-3		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Provide effective professional learning on increasing student academic achievement in reading and lexile levels	Title II Part A General Fund	a. Monthly beginning during pre-planning.	Title II Director PL Coord; Princ
		b. PL, PLC agendas, sign-in sheets; GMAS; STAR; GRASP	
2. Incorporate evidence based reading strategies across the content areas; create Lexile chart for students	Title II Part A	a. Ongoing beginning in August 2017	Director of Curriculum and Instruction; Federal Programs Coordinator; Principals; Director of Instructional Technology; Academic Coach
		b. Lesson Plans, PLC agendas, sign in sheets, feedback	
3. Conduct a district wide instructional and academic audit aimed at ensuring that an instructional framework that utilizes vetted and approved instructional materials is available and utilized by all academic content teachers. This work will be consistent with the building of the FY20 District Improvement Plan.	Title I	a. Monthly meetings with external specialist to review academic audit findings and results. This will begin no later than the end of September of 2018.	Superintendent; Federal Programs Director; Director of Curriculum and Instruction; Director of Instructional Technology; Academic Coach; External Consultant
		b. Surveys provided by all teachers and staff relating to the 5 systems of district and school improvement.	
4. Increase Horizontal and Vertical Planning opportunities focused on the implementation of literacy based strategies across all content areas and the utilization of data to drive this instruction.	Title I, Title II, Title V-B, Local/General	a. Ongoing monthly beginning in August 2017	Director of Curriculum and Instruction; Federal Programs Coordinator; Principals; Director of Instructional Technology; Academic Coach
		b. PLCs agenda, In Service Day agendas	
5. Design, construct, implement and monitor student progress using formal and informal assessments.	Title I, Title II, Title V-B, Local/General	a. Ongoing monthly beginning in August 2017	Director of Curriculum and Instruction; Federal Programs Coordinator; Principals; Director of Instructional Technology; Academic Coach
		b. LCs, Leadership Team Meetings, Observations, Focus walk	
6. Include specific vocabulary (academic or content) and effective instructional strategies within classroom practices.	Title I, Title II, Title V-B, Local/General	a. Ongoing weekly beginning in August 2017	Director of Curriculum and Instruction; Federal Programs Coordinator; Principals; Director of Instructional Technology; Academic Coach
		b. PLCs, Leadership Team Meetings, Observations, Focus walk	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Utilization of RTI, Flex Schedule, Class Size Reduction, supplemental classroom teachers, supplemental Kindergarten paraprofessionals, RTI teacher, RTI paraprofessional, academic coaches, intervention specialists, and instructional software programs aimed at closing the achievement gap.	Provide additional counseling, after school tutoring and summer school as needed, additional instructional supplies and materials, additional transportation as needed. Coordinate with DFACS to ensure transportation plan is in place prior to the beginning of each school term.
<b>English Learners</b>	<b>Migrant</b>
ESOL Certified teachers when possible, regular ed teachers collaborative planning with ESOL Certified teachers; translations available as needed.	Additional RTI, Migrant Tutoring, supplemental academic supplies, extended learning opportunities, home visits by Migrant Tutor. Coordinate with local RESA and the ABAC HEP program to provide opportunities for OSY and Dropouts.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Utilization of RTI, Flex Schedule, Class Size Reduction, supplemental classroom teachers, supplemental Kindergarten paraprofessionals, RTI teacher, RTI paraprofessional, academic coaches, intervention specialists, and instructional software programs aimed at closing the achievement gap.	Curriculum aligned to IEP goals, Co-Teaching, Para Support, pull out support where needed, professional learning provided to special education and general education teachers.



## 2.2 OVERARCHING NEED #1

EFFECTIVE LEADERSHIP			
GOAL	Increase the number of students reading at or above grade level/Lexile Level by 3% as measured by GMAS; increase K-3 students STAR Reading Level by 3% as measured by the fall pre-test and the spring post-test.		
Structure(s)	EL-1, EL-3, EL-5		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Professional Learning for staff members on Lexile scores	Title II Part A, Title V-B	a. Per 9 weeks and within PLCs. b. Agenda, Sign-In Sheets, PLC Agenda, Sign-In Sheets	Director of Curriculum and Instruction; Federal Programs Coordinator; Principals; Director of Instructional Technology; Academic Coach
2. Schedule District and School Focus Walks and Peer Observations. This includes conducting peer observations at model schools located within neighboring districts.	Title II Part A, Title V-B, Title I	a. Per 9 week weeks. b. Professional learning calendar. Leadership team meetings twice per month. District leadership team meetings.	Director of Curriculum and Instruction; Federal Programs Coordinator; Principals; Director of Instructional Technology; Academic Coach
3. Continued implementation of PBIS coupled with district focus on teachers building professional, effective, and sustained relationships with colleagues, students, and parents.	Title II Part A, Title IV (SSAE), Title V-B, Title I, General/Local	a. Preplanning and ongoing throughout term. b. Sign in sheets for professional learning. PBIS discipline data reports shared at leadership team meetings, book studies completed by district leaders, school leaders, and school leadership teams.	Director of Curriculum and Instruction; Federal Programs Coordinator; Principals; Director of Instructional Technology; Academic Coach, PBIS Coordinator
4. Provide professional learning regarding the understanding and utilization of Lexile research and resources.	Title II-A, Title I, Title V-B, Local/General	a. Pre-Planning Faculty meeting; PLCs ongoing throughout the term; monthly faculty meetings. b. Sign in sheets; lesson plans; agendas	Director of Curriculum and Instruction; Federal Programs Coordinator; Principals; Director of Instructional Technology; Academic Coach
5. Utilization of formative instructional technology benchmarks and reports administered periodically to monitor student progress and growth. (GRASP, STAR, Classworks).	Title V-B	a. Monthly/quarterly progress updates beginning August through May. b.	Principal, Instructional Coach, Professional Learning Coordinator
6.		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
RTI, Flex Schedule, Class-Size Reduction, effective teachers and leaders, effective PL for teachers and leaders	School and district Homeless Liaisons provided to offer assistance as needed; all staff trained on McKinney Vento; Foster Care Transportation Plan; staff training
English Learners	Migrant
EL Certified teachers when possible, schedules to allow regular ed teachers collaborative planning with ESOL Certified teachers; translations available.	Additional RTI, Migrant Tutoring; scheduled extended learning time as needed
Race/Ethnicity/Minority	Students with Disabilities
RTI, Flex Schedule, Class-Size Reduction, effective teachers and leaders, effective PL for teachers and leaders	Curriculum aligned to IEP goals, Co-Teaching, Para Support, Pull out Time

## 2.2 OVERARCHING NEED #1

PROFESSIONAL CAPACITY			
<b>GOAL</b>	Increase the number of students reading at or above grade level/Lexile Level by 3% as measured by GMAS; increase K-3 students STAR Reading Level by 3% as measured by the fall pre-test and the spring post-test.		
<b>Structure(s)</b>	PC-2, PC-4		
<b>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</b>			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Professional Learning for all faculty on utilizing Lexile research and resources regarding the effective implementation of literacy strategies across all content areas.	Title II-A, Title I, Title V-B, Local/General	a. Pre-Planning Faculty meeting; PLCs ongoing throughout the term; monthly faculty meetings. b. Sign in sheets; lesson plans; agendas	Director of Curriculum and Instruction; Federal Programs Coordinator; Principals; Director of Instructional Technology; Academic Coach
2. Participate in academic and instructional audit to analyze effectiveness of professional learning program as it relates to improving academic achievement in all content areas.	Title I, Title II, Title V-B, Local/General	a. Pre-planning and ongoing throughout the term. b. Leadership team meetings, minutes, and agendas. BOE status update reports provided by external auditor. District monthly meeting reports. Teacher and district surveys.	Superintendent; Federal Programs Director; Director of Curriculum and Instruction; Director of Instructional Technology; Academic Coach; External Consultant
3. Schedule Vertical Alignment meetings, department meetings.	Title II, Part A	a. Beginning in August 2017 and continue monthly b. PL and PLC Agendas, Sign-In Sheets	PL Coord, Title II Dir, Principals

4. Provide Mentors to all new teachers and teachers needing additional support	Title II, Part A	a. During pre planning and first nine weeks; continue bi-monthly	PL Coord, Title II Dir, Principals
		b. Mentor schedules, bi monthly mentor checklists	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
RTI, Flex Schedule, Class-Size Reduction; effective PL for teachers and leaders; Mentors for new teachers.	School and district Homeless Liaisons provided to offer assistance as needed; all staff trained on McKinney Vento; Foster Care Transportation Plan; staff training.
<b>English Learners</b>	<b>Migrant</b>
ESOL Certified teachers as needed; schedules to allow regular ed teachers collaborative planning with ESOL Certified teachers	Additional RTI, Migrant Tutoring; scheduled extended professional learning time as needed for new teachers and teachers needing additional support; mentors
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
RTI, Flex Schedule, Class-Size Reduction; effective teachers and leaders, effective PL for teachers and leaders	Curriculum aligned to IEP goals, Co-Teaching, Para Support, Pull out Time

## 2.2 OVERARCHING NEED #1

### FAMILY and COMMUNITY ENGAGEMENT

<b>GOAL</b>	Increase the number of students reading at or above grade level/Lexile Level by 3% as measured by GMAS; increase K-3 students STAR Reading Level by 3% as measured by the fall pre-test and the spring post-test.		
<b>Structure(s)</b>	FCE-2, FCE-3, FCE-5		
<b>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</b>			
<b>Action Steps</b>	<b>Possible Funding Sources(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position/Role Responsible</b>
		<b>b. Method for Monitoring</b>	
1. Include in District and School Parent and Family Meetings resource to understanding/improving student's Lexile level	Title I Part A	a. Beginning in the Fall 2017	Principal; Parent and Family Engagement Coordinator; Federal Programs Director
		b. Parent Meeting Agendas, sign in sheets, minutes, surveys	
2. Collaborate with CIS and FCE coordinators to	Title I Part A	a. Beginning in the Fall 2017	Principal; Parent and Family

provide Lexile resources and opportunities for families		b. Parent Meeting Agendas, sign in sheets, minutes, feedback	Engagement Coordinator; Federal Programs Director
3. Utilize the Ashburn/Turner County Chamber of Commerce for collaboration with Business and Community Leaders	Local/General	a. Beginning in the Fall 2017	Principal; Parent and Family Engagement Coordinator; Federal Programs Director
		b. Meeting Agendas, sign in sheets, minutes, feedback	
4. Utilize social media and websites to inform families and the community about Lexiles	Local/General	a. Beginning in Fall of 2017	Principal; Parent and Family Engagement Coordinator; Federal Programs Director, Director of Instructional Technology, Media Specialist
		b. Screenshots; Parent and Family Member survey results; increased number of followers to individual school and district social media sites.	
5.		a.	
		b.	
6.		a.	
		b.	

**Supplemental Supports: What supplemental action steps will be implemented for these subgroups?**

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
RTI, Flex Schedule, Class-Size Reduction; FCE Coordinator services; Family Connection resources; Parent and Family Meetings & workshops; FCE Coord	School and district Homeless Liaisons provided to offer assistance as needed; staff trained on McKinney Vento; Foster Care Transportation Plan; staff training
<b>English Learners</b>	<b>Migrant</b>
ESOL Certified teachers as needed; translations available as needed; FCE Coordinator services; Family Connection resources;	Additional RTI, Migrant Tutoring; availability for supplemental academic supplies; materials translated as needed; Parent and Family Meetings & workshops
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
RTI, Flex Schedule, Class-Size Reduction; FCE Coordinator services; Family Connection resources; Parent and Family Meetings & workshops	Curriculum aligned to IEP goals, Co-Teaching, Para Support, Pull out Time Parent and Family Meetings & workshops

**2.2 OVERARCHING NEED #1**

**SUPPORTIVE LEARNING ENVIRONMENT**

<b>GOAL</b>	Increase the number of students reading at or above grade level/Lexile Level by 3% as measured by GMAS; increase K-3 students STAR Reading Level by 3% as measured by the fall pre-test and the spring post-test.
<b>Structure(s)</b>	SLE-1, SLE-2, SLE-3

**Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.**

Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Ensure PBIS is implemented with fidelity and conduct professional learning with district and school staff regarding building and sustaining effective relationships with colleagues, students, parents, and internal/external stakeholders,	Title II Part A Title IV-SSAE	a. Monthly beginning in August through May	PBIS Coord., Principals
		b. Review PBIS Notebooks, SWIS Discipline Data	
2. Coordinate resources and services through School Based Health Clinic and Family Connection	Rural Health Grant	a. Monthly beginning in August through May	Parent and Family Engagement Coordinator; Family Connections Director
		b. Family Connection Meetings, agendas, feedback	
3. Provide effective RTI services and supplemental instructional resources.	Title I, Title IV (SSAE), Title V-B	a. Monthly beginning in August through May	Director of Curriculum and Instruction; Federal Programs Coordinator; Principals; Director of Instructional Technology; Academic Coach
		b. Analysis of periodic benchmark data, pre and post test results, usage reports, leadership team agendas and minutes, PLC minutes and agendas,	
4. Safety Plans updated and revised as needed; conduct safety drills.	Local/state	a. Monthly beginning in August through May	Superintendent, Principals, Director of Maintenance and Operations, Transportation Director, local EMA official, city and county law enforcement officers, SRO's.
		b. Safety meeting minutes and agendas, safety drill submission reports, minutes and agendas from local emergency management training sessions and walk throughs, site based inspections.	
5. Conduct an instructional and academic audit during the 2018-2019 school term to review and revise the 5 systems contained within the DIP. An external auditor will be hired to conduct the visit.	Title I, Local/general	a. August through May	Superintendent; Federal Programs Director; Director of Curriculum and Instruction; Director of Instructional Technology; Academic Coach; External Consultant
		b. Leadership team meetings, minutes, and agendas. BOE status update reports provided by external auditor. District monthly meeting reports. Teacher and district surveys.	
6.		a.	
		b.	

**Supplemental Supports: What supplemental action steps will be implemented for these subgroups?**

Economically Disadvantaged	Foster and Homeless
Mentoring Program, School Based Health Clinic, Community Partners; Family Connection of Turner County, Inc.; Parent and Family Meetings & workshops	District and School Homeless Liaisons; Foster Care Transportation Plan; Instructional Coach; supplemental academic supplies.
English Learners	Migrant
Instructional Coach; ESOL Certified teachers as needed; translations available as needed; Parent and Family Meetings & workshops	Migrant Tutoring; supplemental academic supplies; materials translated as needed; Parent and Family Meetings & workshops
Race/Ethnicity/Minority	Students with Disabilities

Mentoring Program, School Based Health Clinic, Community Partners; Family Connection of Turner County, Inc.;Parent and Family Meetings & workshops	Co-Teaching, Para Support, Curriculum aligned to IEP goals; Parent and Family Meetings & workshops
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2.2 OVERARCHING NEED Select One

Select One			
GOAL			
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	

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**2.2 OVERARCHING NEED Select One**

**Select One**

<b>GOAL</b>	
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<b>Structure(s)</b>	
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**Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.**

Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

**Supplemental Supports: What supplemental action steps will be implemented for these subgroups?**

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
<b>English Learners</b>	<b>Migrant</b>
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>

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2.2 OVERARCHING NEED **Select One**

Select One			
<b>GOAL</b>			
<b>Structure(s)</b>			
<b>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</b>			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
<b>English Learners</b>		<b>Migrant</b>	
<b>Race/Ethnicity/Minority</b>		<b>Students with Disabilities</b>	



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**2.2 OVERARCHING NEED Select One**

**Select One**

<b>GOAL</b>	
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<b>Structure(s)</b>	
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**Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.**

Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

**Supplemental Supports: What supplemental action steps will be implemented for these subgroups?**

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
<b>English Learners</b>	<b>Migrant</b>
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>

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**2.2 OVERARCHING NEED Select One**

<b>Select One</b>			
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<b>GOAL</b>	
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<b>Structure(s)</b>	
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**Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.**

Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

**Supplemental Supports: What supplemental action steps will be implemented for these subgroups?**

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
<b>English Learners</b>	<b>Migrant</b>
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>

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