# District Improvement Plan
## 2024 - 2025



# 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: | NO FUNDS TRANSFERRED |
| Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s) | NA |

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

| Factors(s) Used by District to Identify Students in Poverty (Select all that apply) | |
|---|---|
| | Free/Reduced meal application |
| ✓ | Community Eligibility Program (CEP) - Direct Certification ONLY |
| | Other (if selected, please describe below) |

DISTRICT IMPROVEMENT PLAN

## 2 ED - Flex Waiver

Do you need a waiver? No

# 3. DISTRICT IMPROVEMENT GOALS

## 3.1 Overarching Need # 1

Overarching Need

| Overarching Need as identified in CNA Section 3.2 | 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 | A growing concern over literacy delays, percentage of students not reading on grade level, and the need for literacy education at all levels. |
| Root Cause # 2 | 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 # 3 | We need to decrease the number of inexperienced teachers (less than 4 years experience) in our schools. |
| Root Cause # 4 | There is a lack of available resources (human, time, physical) |
| Root Cause # 5 | Learning Loss still continues to be a struggle |
| Root Cause # 6 | Student's lack of prerequisite skills needed to access and master grade level curriculum. |
| Root Cause # 7 | There is a lack of educational opportunities of children from birth to age four. |
| Goal | Meriwether County Schools will obtain a 3% increase annually in the percentage of students scoring "DEVELOPING -or- Higher" on the 2025 Georgia Milestones through the use of engaging, data-driven, rigorous, evidence-based instruction to meet the needs of all students. |

Equity Gap

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

| Content Area(s) | ELA<br>Mathematics<br>Science<br>Social Studies |
|---|---|
| Grade Level Span(s) | K<br>1<br>2<br>3<br>4<br>5<br>6<br>7 |

Equity Gap

| Grade Level Span(s) | 8<br>9<br>10<br>11<br>12 |
|---|---|
| Subgroup(s) | Economically Disadvantaged<br>Race / Ethnicity / Minority |
| Equity interventions | EI-7 Provide equitable access to student support programs and interventions |

Action Step # 1

| Action Step | PRIORITY 1: Increase STUDENT ACHIEVEMENT in all content areas by doing the following:<br>* 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)<br>* 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.<br>* Ensure that all teachers are teaching using the "Meriwether Way" framework (teaching content standards, using pacing guides, using lesson plan templates that ensure that all parts of the teaching protocols are followed)<br>* Assess the current intervention needs, to identify reading deficiencies based on Lexiles, and purchase literacy resources to address reading deficiencies<br>* Develop expectations for rigorous instruction by content area and by grade level. (advanced content, gifted, computer science, fine arts, AP, dual enrollment)<br>* Integrate learning through the use of fine arts programming (fine arts pathway, bringing in special guests, providing resources and equipment)<br>* Establish expectations and processes to increase students' accountability for their learning progress. (Vector Modules, CKH, PBIS, iReady, Report Card Conferences, TAA)<br>* Increase the percentage of students reading on grade level<br>* Support students who struggle (Tier 2, Tier 3) by providing mentors to them through the Check and Connect Program<br>* Purchase observation /Evaluation Instrument (Eleot) for district and school leaders to use in identifying effective/ineffective classroom practices and learning environments.<br>* Ensure that intervention times are being implemented effectively and used with fidelity<br>* Support students in the Alternative Progam with instructional technology, supplies, and other supports. |
|---|---|

Action Step # 1

| Funding Sources | Title I, Part A<br>Title V, Part B<br>IDEA |
|---|---|
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>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 |
|---|---|

Action Step # 2

| Action Step | 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 obtain student achievement.<br>*  Literacy/ELA (phonics program, leveled readers, Reading program);<br>* Math Program (Ready Classroom)<br>*Science / Social Studies (Programs/Resources) (Gallopade, Stemscopes, Newela)<br>*  Technology instructional software programs  (Fundations, Edgenuity, I-Ready, Gallopade, IXL, Newsela, Progress Learning, GAVS, CTAE, qualtrics, software programs,  Frontline Comparative Analytics, Kloud 12, Edmentum, Middle School Coding Curriculum)  and  hardware (computers; spheros; drones; Landlab, laptops; 3D Printer, touchscreens, access points);<br>*  STEAM/Robotics resources;<br>*  Assessment Tools / Universal Screeners;<br>* SEL and Tier Interventions (Check and Connect, Second Step, EWS, CKH, PBIS, Purpose Prep, Mentor Program, Vector Modules)<br>* Purchase Assesslets to assist schools in driving instruction that leads to academic gains (CSI SCHOOL) |
|---|---|
| Funding Sources | Title I, Part A<br>Title IV, Part A<br>IDEA |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>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)<br>School Leaders (Principals, Asst. Principals, IC's) |
| Evidence Based Indicator | Strong |

Action Step # 2

| Timeline for Implementation | Quarterly |
|---|---|

| Does this action step support the selected equity intervention? | Yes |
|---|---|

| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | RESA, GOSA, L4GA, 21st CCLC, Insight |
|---|---|

Action Step # 3

| Action Step | 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.<br><br>*SCHOOL CLIMATE/ SEL - PBIS, Capturing Kids Hearts, Second Step, Initiative One<br>* MENTAL HEALTH, ATTENDANCE, BEHAVIOR -  Check and Connect Mentoring Program<br>* SAFETY  - purchasing safety resources<br>*ACADEMIC -  MTSS, RTI, AFTERSCHOOL-SATURDAY SCHOOL - SUMMER SCHOOL, 21st CCLC |
|---|---|
| Funding Sources | Title I, Part A<br>Title V, Part B<br>IDEA |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |

Action Step # 3

| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>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<br>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 |
|---|---|

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.<br>* Advanced Content Courses<br>* SAT / PSAT School-day exam<br>* Computer Science Courses / Programs<br>* AP Courses (pay for all students to test)<br>* Dual Enrollment<br>* CTAE Programs (CTSO's)<br>* STEM/STEAM Programs<br>* GIFTED students (accelerate learning) |
|---|---|
| Funding Sources | Title I, Part A<br>Title IV, Part A<br>IDEA<br>Perkins |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Effective Leadership<br>Family and Community Engagement<br>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)<br>School leaders (Principals, Asst. Principals, counselors) |
| Evidence Based Indicator | Strong |

| Timeline for Implementation | Monthly |
|---|---|

3.1 Overarching Need # 1

Action Step # 4

| 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)? | West GA Technical School,  GaDOE,  Columbus Technical, Columbus State University, College Board |
|---|---|

Action Step # 5

| Action Step | Provide LEADERSHIP PL initiatives to help build school leaders on how to accurately differentiate performance, provide useful feedback, and make informative decisions about PL, improvement strategies, and personnel decisions to improve effectiveness and support and improve equitable access to effective teachers.<br>* Contracting with Consultants<br>*  Provide PL Training to support and prepare teachers, asst. principals, instructional coaches, and others who exhibit leadership skills for leadership roles (Aspiring Leaders Program / Initiative One)<br>*  Send Principals/ Asst. Principals (less than 3 years) to the Ga State Principal and Assistant Principals Academy |
|---|---|
| Funding Sources | Title I, Part A<br>Title II, Part A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>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 |
|---|---|

Action Step # 6

| Action Step | 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.<br>* Book Studies<br>*  Professional Learning Modules, offerings through RESA, Conferences, FIP Modules<br>* Monthly Meetings with District C&I<br>* Mentoring |
|---|---|
| Funding Sources | Title II, Part A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless |

Action Step # 6

| Subgroups | English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
|---|---|
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>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<br>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 |
|---|---|

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.<br>*  Induction and Mentoring Program<br>*  Targeted Intentional PL<br>* Stipends for New Teachers to attend a Saturday Academy for PL<br>*  Book Study with New Teachers (Purchase Harry Wong's First Days of School for each new teacher)<br>* Assist teachers with a GACE Study Program so they can pass their GACE exams |
|---|---|
| Funding Sources | Title I, Part A<br>Title II, Part A<br>IDEA |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>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<br>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 |
|---|---|

| 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 |
|---|---|

Action Step # 8

| Action Step | 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 dis-proportionality and close achievement gaps.<br>*  Implement mentoring programs for students at ALL levels (Elementary, Middle, High)<br>*  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<br><br>*  Develop a MTSS/EWS Framework for Secondary Schools<br>*  Implement Tier 1 behavior initiatives for Primary Teachers |
|---|---|
| Funding Sources | Title I, Part A<br>IDEA |
| Subgroups | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>Supportive Learning Environment |

Action Step # 8

| Method for Monitoring Implementation | Student data, PL documentation (agendas, sign in sheets, minutes, etc), Meeting Minutes for monitoring implementation, Progress Monitoring, Intervention Checklists, Schedules |
|---|---|
| Method for Monitoring Effectiveness | Monitoring discipline data, movement throughout the tiers, and number of students placed/dismissed from SPED)<br>"Fidelity Checks" at schools |
| Position/Role Responsible | DISTRICT:  MTSS Team<br>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 |
|---|---|

Action Step # 9

| Action Step | 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. |
|---|---|

Action Step # 9

| Action Step | * Provide a yearlong PL Calendar with Training/Topics<br>* Contract with Consultants<br>* Provide PL through RESA, GLRS (workshops, trainings)<br>* PLC's<br>* Book Studies<br>* Allowable Conferences<br>* Vertical / Content Collaborations<br>* SWD Performance Academy Partnerships<br>* Bring in Speakers, Consultants<br>*  CSI SCHOOL SPECIFICS:  Instructional Leadership Conference, Visible Learning Conference, GACIS, STAGE, Literacy Conference, Visiting other CSI Schools,<br>* Training/Mentoring for AP Teachers<br>* Provide PL that is content specific / program specific so programs will be used with fidelity |
|---|---|
| Funding Sources | Title I, Part A<br>Title II, Part A<br>IDEA |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Professional Capacity<br>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,<br>School: Principals, Instructional Coaches |
| Evidence Based Indicator | Strong |

Action Step # 9

| 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)? | GaDOE, Consultants, GLRS, Vendors we purchase software or consumable resources from (Curriculum and Associates, Wilson Language, etc.) |
|---|---|

Action Step # 10

| Action Step | PRIORITY 1:  Provide Extended Day programs for students to help remediate, enrich and support student growth and wellness and address learning loss.<br>* Provide Afterschool tutoring and Credit Recovery programs<br>*Provide Saturday tutoring and credit recovery programs<br>*  CSI SCHOOL - Afterschool, Saturdays, Summer Programs<br>* 21st CCLC afterschool - summer school programs<br>* Provide Summer School Programs for remediation, credit recovery |
|---|---|
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Family and Community Engagement<br>Supportive Learning Environment |
| Method for Monitoring Implementation | monthly reports from schools, academic data, student surveys, sign in sheets, |

Action Step # 10

| Method for Monitoring Effectiveness | student achievement data, student surveys |
|---|---|
| Position/Role Responsible | District:  Program Manager, Director of Federal Programs, Director of C&I<br>Schools:  Site 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)? | Family Connections, Chamber of Commerce, Civic Organizations, Recreation Department. Church Organizations |
|---|---|

Action Step # 11

| Action Step | PRIORITY 1:  Continue to use ELA and Math Interventionists at certain 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.<br>* Require lesson plans from interventionists with data to support interventions,<br>* Provide monthly monitoring reports outlining specific interventions/students) and progress made |
|---|---|
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless |

Action Step # 11

| Subgroups | English Learners<br>Race / Ethnicity / Minority<br>Student with Disabilities |
|---|---|
| Systems | Coherent Instruction<br>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 |
| Position/Role Responsible | District:  C&I<br>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 |
|---|---|

Action Step # 12

| Action Step | Provide TRANSITION ACTIVITIES  to help students with transitions from one grade band to the next.<br>* Kindergarten Camps<br>*Middle School Bridge Programs (summer - Grade 6)<br>* High School Bridge Programs (summer - Grade 9)<br>* Visit schools (during the year) / hold parent meetings<br>* Conduct Early Intervention Screenings<br>* Preview the next grade curriculum/standards |
|---|---|
| Funding Sources | Title I, Part A<br>IDEA |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Race / Ethnicity / Minority<br>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<br>Schools:  IC's, Principals |
| Evidence Based Indicator | Strong |

| Timeline for Implementation | Yearly |
|---|---|

| Does this action step support the selected equity intervention? | Yes |
|---|---|

Action Step # 12

| 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 asssit with this action step as well. |
|---|---|

Action Step # 13

| Action Step | Provide stipends for teachers and school leaders to work off contract to develop instructional frameworks, build assessments, IEP training, dyslexia training, ELA frameworks (LETRS, Sound Wall), review data, examine student work, and monitor their SIP goals and action steps for effectiveness.<br>*  Afterschool / Saturdays/ Summer off contract work<br>*  PBIS Coaches |
|---|---|
| Funding Sources | Title I, Part A<br>IDEA |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>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 |

Action Step # 13

| 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)? | other school districts, GaDOE |
|---|---|

Action Step # 14

| Action Step | Provide FINE ARTS academic and enrichment PROGRAMMING (Contracted services) to strengthen our academic goals and meet the learning modes of students.<br><br>*  Purchase Supplies and Equipment for Fine Arts Programs (Art, Music, Drama)<br>*  Support student activities that involve fine arts programs (musicals, art shows, band concerts/competitions<br>*  Hire additional Fine Arts teachers at Middle and High Schools<br>* Hire contracted workers to visit schools and work with students while incorporating ELA, Math, and Science standards as well. |
|---|---|
| Funding Sources | Title I, Part A<br>Title IV, Part A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |

Action Step # 14

| Subgroups | Immigrant |
|---|---|
| Systems | Coherent Instruction<br>Supportive Learning Environment |
| Method for Monitoring Implementation | Purchase of supplies and equipment to build programs, student enrollment in programs, student achievement data, surveys |
| Method for Monitoring Effectiveness | students growth data, enrollment data |
| Position/Role Responsible | District and School Leaders |
| 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)? | |
|---|---|

# 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 inexperienced, professionally qualified "in-field" teachers in our district |
| Root Cause # 2 | Lack of community resources: housing, economic growth, jobs, entertainment so that employees will live and be vested in our district.  (Need to look at alternative strategies to keep teachers/leaders in our district when we build their capacity.) |
| Root Cause # 3 | We continuously build teacher/leader capacity and lose these teachers/leaders to other districts for higher pay. |
| Goal | Meriwether County Schools will establish positive school climates, increased collaboration, structured discipline processes, and provide support to attract and retain highly effective, growth-minded personnel committed to the success of each student and increase the overall retention rate by 10% annually. |

Equity Gap

| | |
|---|---|
| Equity Gap | Teacher Retention |

| | |
|---|---|
| Content Area(s) | ELA<br>Mathematics<br>Science<br>Social Studies |
| Grade Level Span(s) | K<br>1<br>2<br>3<br>4<br>5<br>6<br>7<br>8<br>9<br>10<br>11<br>12 |

Equity Gap

| Subgroup(s) | Economically Disadvantaged<br>Race / Ethnicity / Minority |
|---|---|
| Equity interventions | EI-5 Support the retention of effective teachers and effective school leaders |

Action Step # 1

| Action Step | 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.<br>* Contract with Consultants and experts in their field<br>* Allowable Conferences<br>* Professional Learning Training, workshops, through RESA and GLRS<br>* Create surveys to determine needs / create a PL Calendar of trainings<br>* Pay for endorsements, additional certifications, GACE exams, TAPP Fees, GACE study courses, etc. |
|---|---|
| Funding Sources | Title I, Part A<br>Title II, Part A<br>IDEA<br>Perkins |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>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<br>Schools:  Principals |
| Evidence Based Indicator | Strong |

Action Step # 1

| 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)? | RESA, Consultants, GaDOE, GOSA, L4GA, GLRS, Flippen, Wilson Language, Curriculum Associates, etc... |
|---|---|

Action Step # 2

| Action Step | Provide opportunities to INCREASE TEACHER AND LEADER EFFICACY AND MORALE. <br><br> * Leadership Development programs (aspiring leaders, principals academy, PBIS Coach, ) <br> * GACE study courses <br> * Signing Bonuses <br> * Stipends <br> * Awards, Recognitions |
|---|---|
| Funding Sources | Title I, Part A <br> Title II, Part A <br> IDEA <br> Perkins |
| Subgroups | N/A <br> Economically Disadvantaged <br> Foster <br> Homeless <br> English Learners <br> Migrant |

Action Step # 2

| Subgroups | Race / Ethnicity / Minority<br>Student with Disabilities |
|---|---|
| Systems | Professional Capacity<br>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<br>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)? | |
|---|---|

Action Step # 3

Action Step # 3

| Action Step | Create an EFFECTIVE SCHOOL CULTURE that supports teachers, and leaders, and improves communication.<br><br>* Increase teacher-leader involvement in decision-making<br>* Improve communication<br>* Support teachers on disciplinary issues<br>* Create a respectful environment<br>* Train High School Teachers on Capturing Kids Hearts<br>* Train new Elementary and Middle School Teachers on Capturing Kids Hearts<br>* Hire an additional Social Worker to help serve the district/schools<br>* Ensure that all schools are using PBIS and Capturing Kids Hearts with fidelity |
|---|---|
| Funding Sources | Title I, Part A<br>Title II, Part A |
| Subgroups | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Professional Capacity<br>Supportive Learning Environment |
| 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)? | |
|---|---|

Action Step # 4

| Action Step | 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).<br><br>* Enlist student teachers to come to our district (MOU)<br>* Attend/hold Job Fairs<br>* Purchase a Recruitment Platform<br>* Form a "Recognition Committee" to help find ways to show appreciation/recognition for our employees<br>* Utilize "grow your own" program (Para's, Early Childcare)<br>* Advertise jobs on various platforms (websites, social media, Linkedin, Indeed, Handshake, Facebook,)<br>* Look into hiring  a district PR / Recruitment Coordinator<br>* Communicate with Colleges and Universities / Present at colleges<br>* Increase the PR about our district, schools, student achievements, etc.<br>* Increase Positive Public Perception utilizing NP Strategy<br>* Planning for teachers who have 21+ years and nearing retirement |
|---|---|
| Funding Sources | Title I, Part A<br>Title II, Part A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Supportive Learning Environment |
| 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<br>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 |
|---|---|

Action Step # 5

| Action Step | Continue with our INDUCTION/MENTOR PROGRAM  to support Induction Teachers (less than 4 years of experience).<br>* Continue using an induction/mentor coordinator to implement and monitor our Induction/Mentor program and determine a sustainability plan<br>*  Continue to have Book Studies with New Teachers (Purchase Harry Wong's First Days of School for each new teacher)<br>* Monitor the program quarterly and ask participants to do surveys to gauge satisfaction and needs<br>* Provide Mentor Stipends<br>* Continue to  implement a program evaluation tool to continuously monitor and improve program outcomes to provide quality mentor support for induction teacher<br>* District walkthroughs to determine any recommendations for supporting new teachers |
|---|---|

Action Step # 5

| Action Step | * Get the new teachers and mentors in the Governors School Leadership Academy<br>* Work with Instructional Coaches to facilitate/ model effective teaching strategies<br>* Assist teachers with establishing PL goals tied to re-certification<br>* Assist special education teacher/mentor/coach teams with implementing evidence-based practices using mixed-reality simulation |
|---|---|
| Funding Sources | Title I, Part A<br>Title II, Part A<br>IDEA |
| Subgroups | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Professional Capacity<br>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<br>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)? | |
|---|---|
| | |

Action Step # 6

| Action Step | Create PARTNERSHIPS between the schools and the community to help provide incentives and support for teachers.<br>* Teacher Recognitions (Teacher of the Year / Para of the Year)<br>*STAR Program<br>* Housing Vouchers<br>* Recreational Incentives<br>* Civic Organization memberships<br>* Donations |
|---|---|
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Professional Capacity<br>Supportive Learning Environment |
| Method for Monitoring Implementation | Community Meeting Documents<br>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 |
|---|---|

| 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)? | |
|---|---|

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. |
|---|---|
| Funding Sources | Title II, Part A |
| Subgroups | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Professional Capacity<br>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 |
|---|---|

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. |
|---|---|
| Funding Sources | Title II, Part A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |

Action Step # 8

| Systems | Effective Leadership<br>Professional Capacity<br>Supportive Learning Environment |
|---|---|
| Method for Monitoring Implementation | Professional Learning Documents,<br>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 |
|---|---|

Action Step # 9

| Action Step | Create a monitoring tool for the Redelivery / Implementation of PL (obtained locally or off-campus) across the school district to ensure that our PL is effective and job-embedded.<br>* Qualtrics |
|---|---|
| Funding Sources | Title I, Part A<br>Title II, Part A |

Action Step # 9

| Funding Sources | N/A |
|---|---|
| Subgroups | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Coherent Instruction<br>Professional Capacity<br>Supportive Learning Environment |
| Method for Monitoring Implementation | PL Redelivery/ Implementation Tool<br>Qualtrics data |
| Method for Monitoring Effectiveness | Feedback from Principals<br>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)? | |
|---|---|

# 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, increase family and home partnerships and engagement, and enhance the appeal of MCSS for current and prospective stakeholders. |
| Is Need # 1 also an Equity Gap? | No |
| Root Cause # 1 | Apathy among parents / care-givers towards education |
| Root Cause # 2 | Stakeholders have limited resources (transportation, telephones, stability) which makes it hard to involve them in the school and district collaboration, meetings, and capacity building activities. |
| Root Cause # 3 | The Perception / Appeal of our schools is stagnant.  The message to our community and stakeholders is not getting out there. |
| Goal | Stakeholder participation rate in completing Title I Surveys will increase by 10% from Spring 2024 to Spring 2025 as a result of increased efforts to improve communication and provide engaging school and capacity-building activities with stakeholders. |

Action Step # 1

| | |
|---|---|
| Action Step | Develop purposeful SCHOOL & COMMUNITY PARTNERSHIPS by providing effective communication, increasing community involvement opportunities, and communicating our mission and vision.<br><br>* Capacity Building Workshops at schools<br>*  School Councils<br>* Leadership Meriwether<br>* District Outreach Committees / Focus Groups<br>* School Marquees<br>* Business and Industry Partners<br>* Workforce Development<br>* School Councils<br>*Social Media platforms<br>* School and District websites<br>* West GA Technical School<br>* Text Messaging system<br>* Chamber of Commerce<br>* Family Connections<br>* Newspaper Organs<br>*Esplost improvements |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless |

Action Step # 1

| Subgroups | English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
|---|---|
| Systems | Coherent Instruction<br>Family and Community Engagement<br>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<br>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 |
|---|---|

Action Step # 2

| Action Step | Increase FAMILY AND HOME PARTNERSHIPS & ENGAGEMENT by providing "capacity building" activities to families to become engaged advocates for their children.<br>* Provide Student Mentor programs<br>* Advertise at Faith-based organizations<br>* Provide school clubs<br>* Enlist volunteers, speakers<br>* Provide Wrap Around Services<br>* Provide a parent training calendar<br>* promote programs through West GA Technical School (GED, FINANCE, ComputerSkills)<br>* Continue providing surveys to parents to gauge their needs |
|---|---|
| Funding Sources | Title I, Part A<br>IDEA |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Family and Community Engagement<br>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<br>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 |
|---|---|

| 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 |
|---|---|

Action Step # 3

| Action Step | ENHANCE THE APPEAL of our school district and build TRUST for current and prospective stakeholders by establishing an effective PR plan.<br><br>* Increase communication methods to share information about our district, schools, student and staff achievements<br>* Hire a PR Coordinator to do outreach monthly, and attend community events, clubs, etc…<br>* Continue to make videos to share on social media platforms and websites<br>* Continue to stream and make available the links to all Board Meetings for those who are not able to attend meetings in person<br>* Hold "Leadership Meriwether" events to share information with community members<br>* Create focus groups to meet and discuss issues with the Superintendent quarterly<br>* Add Google Translate to all of the websites<br>* Recognitions of students, parents, and staff members<br>* Post celebration videos of schools |
|---|---|
| Funding Sources | Title I, Part A<br>IDEA |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |

Action Step # 3

| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Family and Community Engagement<br>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<br>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 |
|---|---|

Action Step # 4

| Action Step | PROVIDE PARENT, FAMILY, COMMUNITY ENGAGEMENT OPPORTUNITIES to build capacity, seek input, and develop relationships to support student achievement & promote safe and healthy school climates.<br><br>* Online and onsite resources for parent and family engagement to support academic achievement<br>* Hold Parent Forums<br>* Provide Capacity Building Activities<br>* Hold Coffee Chats<br>* Hold School Councils<br>* Provide Safety Trainings<br>* Hold Report Card Conferences<br>* Create Parent Conference Days built into the calendar<br>* Train parents on Capturing Kids Hearts |
|---|---|
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Coherent Instruction<br>Family and Community Engagement<br>Supportive Learning Environment |
| 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 |

| | |
|---|---|
| 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 |