



# Comprehensive Needs Assessment 2023 - 2024 District Report



## Forsyth County

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

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

#### Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Dr. Jeffrey Bearden
Multiple Program(s)	Federal Programs Director	Amy Chang, Kara Hudspeth
Multiple Program(s)	Curriculum Director	Lee Anne Rice, Pam Pajerski, Amy Bartlett
Multiple Program(s)	School Leader (#1)	Dr. Ben Jones, Precilla Saint-Jean, Drew Hayes, Dr. Nikki Thomas, Jennifer Williams
Multiple Program(s)	School Leader (#2)	Polly Tennes, Kimberly Davis, Karl Mercer, Jordan Livermore, Tennille Walsh, Dr. Angela Perry
Multiple Program(s)	Teacher Representative (#1)	Emily Harrison, Jen Emmert, Beth Perryman
Multiple Program(s)	Teacher Representative (#2)	Kristina Huskey, Amy Norman
McKinney-Vento Homeless	Homeless Liaison	Kim Pluhar
Neglected and Delinquent	N&D Coordinator	Amy Chang
Rural	REAP Coordinator	NA
Special Education	Special Education Director	Kara Hudspeth
Title I, Part A	Title I, Part A Director	Amy Chang
Title I, Part A	Family Engagement Coordinator	Amy Chang, Virginia Brown, Hannah Duncan
Title I, Part A - Foster Care	Foster Care Point of Contact	Eron Cooper
Title II, Part A	Title II, Part A Coordinator	Amy Chang
Title III	Title III Director	Amy Chang
Title IV, Part A	Title IV, Part A Director	Amy Chang
Title I, Part C	Migrant Coordinator	Amy Chang

#### Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Lee Anne Rice
Multiple Program(s)	Testing Director	Susan Norce
Multiple Program(s)	Finance Director	Steve Atha

**Recommended and Additional Team Members**

<b>Program</b>	<b>Position/Role</b>	<b>Name</b>
Multiple Program(s)	Other Federal Programs Coordinators	Sarah Taylor
Multiple Program(s)	CTAE Coordinator	Valery Lowe
Multiple Program(s)	Student Support Personnel	Kristin Keith, Sarah Taylor, Shannon Crook
Multiple Program(s)	Principal Representatives	Polly Tennies, Jennifer Williams, Steve Miller
Multiple Program(s)	High School Counselor / Academic Counselor	Allyson Carvel, Joseph Pak
Multiple Program(s)	Early Childhood or Head Start Coordinator	Rufina Garcia
Multiple Program(s)	Teacher Representatives	Elizabeth Hawkins, Jen Emmert, Hannah Duncan
Multiple Program(s)	ESOL Teacher	Amy Norman
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	NA
Multiple Program(s)	ESOL Coordinator	Katye Carlson
21st CCLC	21st CCLC Program Director	
21st CCLC	21st CCLC Site Coordinator or Data Specialist	
Migrant	Preschool Teacher	Rufina Garcia
Special Education	Student Success Coach (SSIP)	
Title II, Part A	Human Resources Director	Heather Gordy
Title II, Part A	Principal Supervisors	Mitch Young, Lee Anne Rice
Title II, Part A	Professional Learning Coordinators	Michelle Dugan, Alena Zink, Kayla Duncan
Title II, Part A	Bilingual Parent Liaisons	Diana Delaney
Title II, Part A	Professional Organizations	Dr. Laurel Kinard, Cara Bowen
Title II, Part A	Civil Rights Organizations	
Title II, Part A	Board of Education Members	
Title II, Part A	Local Elected/Government Officials	
Title II, Part A	The General Public	Ed Paladino, Adam Benson, Stacy Archer
Title III	Refugee Support Service Staff	
Title III	Community Adult ESOL Providers	
Title III	Representatives from Businesses Employing Non-English Speakers	
Title IV, Part A	Media Specialists/Librarians	
Title IV, Part A	Technology Experts	
Title IV, Part A	Faith-Based Community Leaders	

## 1. PLANNING AND PREPARATION

### 1.2 Identification of Stakeholders

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

#### Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Ansley Grimes, Lindsey Head, Victoria Kupferman, Josie Crossman
Multiple Program(s)	Private School Officials	Jake Rodgers
Migrant	Out-of-School Youth and/or Drop-outs	Edgar Carrillo
Title I, Part A	Parent Representatives of Title I Students	Adam Benson, Ed Paladino, Paula Roach
Title I, Part A - Foster Care	Local DFCS Contacts	Cara Bowen
Title II, Part A	Principals	Jordan Livermore, Todd McClelland, Polly Tennies
Title II, Part A	Teachers	Jen Emmert
Title II, Part A	Paraprofessionals	Gabbi Fernandez
Title II, Part A	Specialized Instructional Support Personnel	Kriss Wasel
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Dr. Laurel Kinard, Stacy Archer
Title III, Part A	Parents of English Learners	Ana Murcia Palacio

#### Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Dr. Laurel Kinard
Multiple Program(s)	Technical, College, or University Personnel	
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Juan Arezia
21st CCLC	21st CCLC Advisory Council Members	
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	
Migrant	Migrant PAC Members	Suehelen White

## Recommended and Additional Stakeholders

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

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	District staff used the planning document to ensure that all required and some optional relevant stakeholders were invited and asked to participate in the district's Comprehensive Needs Assessment process. Parent representatives from district advisory groups as well as parent leaders from Title I schools were asked to participate alongside community leaders and district/school leaders and teachers. Emails and personal phone conversations were used to communicate the process and the need for stakeholder input to the participants.
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How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Stakeholders were involved in shared decisions regarding developing and writing the Comprehensive Needs Assessment and the CLIP goals and action steps. Participants were grouped in teams based on the systems of continuous improvement and were guided through capacity building presentations on data analysis, district self assessment, and root cause analysis. After capacity building presentations, each group was engaged in collaborative conversations and made collective decisions based on data. Proposed goals and action steps were discussed and documented in each of the systems/groups. Documentation kept by the LEA includes anecdotal notes/minutes from these conversations. FCS conducts a mid year analysis of the current year's CLIP and an annual/end of year evaluation of the CLIP. A mid year stakeholder meeting will be conducted to ensure ongoing input and feedback is sought from our stakeholders in addition to the CNA/SIP process that is conducted in the spring of each year in preparation for the following year's CLIP.
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

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

#### Coherent Instruction Data

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

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

## Coherent Instruction Data

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

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

## Leader Keys Effectiveness System- Standard

Standard	Score
<b>1. Instructional Leadership:</b> The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
<b>3. Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	



## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>2. Instructional Planning:</b> The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
<b>3. Instructional Strategies:</b> The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> .  	
<b>4. Differentiated Instruction:</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
<b>5. Assessment Strategies:</b> The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
<b>6. Assessment Uses:</b> The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
<b>8. Academically Challenging Environment:</b> The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . 	



## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

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

#### Effective Leadership Data

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

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

## Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching

<b>1. Exemplary</b>	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	✓
<b>2. Operational</b>	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	
<b>3. Emerging</b>	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
<b>4. Not Evident</b>	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations

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

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching

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

## Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals

<b>1. Exemplary</b>	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	
<b>2. Operational</b>	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	✓
<b>3. Emerging</b>	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short-term basis as a solution for immediate, pressing needs.	
<b>4. Not Evident</b>	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning

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

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers

<b>1. Exemplary</b>	The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	✓
<b>2. Operational</b>	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	
<b>3. Emerging</b>	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
<b>4. Not Evident</b>	The district does not use protocols or processes for problem solving, decision-making or removing barriers.	

## Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives

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

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness

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

## Leader Keys Effectiveness System- Standard

Standard	Score
<b>1. Instructional Leadership:</b> The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
<b>2. School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	

## Leader Keys Effectiveness System- Standard

Standard	Score
<b>3. Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
<b>6. Teacher/Staff Evaluation:</b> The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>9. Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> .  	

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

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

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

## Professional Capacity Data

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

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

## Leader Keys Effectiveness System- Standard

Standard	Score
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
<b>6. Teacher/Staff Evaluation:</b> The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	



## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
<b>9. Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> .  	

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

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

#### Family and Community Engagement Data

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

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

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

## Family and Community Engagement Data

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

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

## Leader Keys Effectiveness System- Standard

Standard	Score
<b>2. School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> .  	

## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

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

#### Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

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

## Leader Keys Effectiveness System- Standard

Standard	Score
<b>1. Instructional Leadership:</b> The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
<b>2. School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
<b>3. Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
<b>6. Teacher/Staff Evaluation:</b> The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
<b>2. Instructional Planning:</b> The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
<b>3. Instructional Strategies:</b> The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
<b>4. Differentiated Instruction:</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
<b>5. Assessment Strategies:</b> The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
<b>6. Assessment Uses:</b> The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
<b>7. Positive Learning Environment:</b> The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	
<b>8. Academically Challenging Environment:</b> The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
<b>9. Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> .  	



## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

<b>What perception data did you use?</b> [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Assessment Audit (2019), Principal and Assistant Principal Professional Learning Surveys, District Collaboration/Professional Learning Day Surveys, GA School Climate Rating (CCRPI), Title I Input Surveys, Parent and Student Advisory Surveys, Exit Interviews (Human Resources), Professional Learning Inventory, Signs of Suicide survey data, Student Advocacy Specialists anecdotal data, PBIS data, discipline data, climate data, behavior data; 2022 Accreditation Interviews and Report, student empathy interviews, strategic planning community input, anecdotal student perception data during CNA
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<b>What does the perception data tell you?</b> (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	<p>reflection on current practices, effects of school autonomy on systemic instructional practices, need for systemic formative assessment and data driven practices, professional learning is relevant, perception of climate across schools is positive-however student perception of behavior concerns/issues/incidents in increasing; inconsistent current practices and need for consistent for social emotional health at schools across the district, social emotional issues affecting learning, inconsistent family engagement in the district and misconception of authentic family engagement related to learning exists.</p> <p>Perception data from teachers during the 2019-2020 school year-teachers feel inadequate to address the growing diverse needs of the diverse growing demographics in providing equity and inclusive practices as well as understanding of diverse cultures and accreditation community input cited a weakness in "meeting the needs of coming students with changing demographics and intentionally promoting curiosity/awareness/embracing of all cultures and embracing diversity within schools and across system (language, background, ethnicity, financial) and hiring more diverse staff - match student diversity as well as PTO/LSCs. In the 2021-2022 school year, Forsyth County schools became a minority majority school district. 25% - 33% of students do not feel respected because of their culture (Secondary GA Health Survey)</p> <p>Referrals to the Student Advocacy Specialists have significantly increased during the 2021-2022 school year. At the time of the Comprehensive Needs Assessment (March 2022) the number of current referrals for suicidal or homicidal concerns to the SAS staff members was 4,939 in comparison to 1,915 in 2021 at the same time (250% increase in student referrals for needing a student advocacy specialist.). ISS and OSS discipline reportable discipline to GADOE, tribunals and ISS/OSS discipline consequences increased from 19-20 to the 20-21 school year overall in the district however PBIS schools had the fewest; Secondary schools without PBIS may have higher rates of ISS and OSS referrals. Student behavior referrals are much greater than students receiving tiered support for behavior as part of MTSS. Mental health agencies in the schools are overwhelmed due to the number of referrals.</p>
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	<p>Overarching Themes from HS Empathy Questions. Correlation between Teacher and Student response:</p> <p>Teachers are worried about ending up on the news/Teachers are worried about teaching in this climate &amp; the possibility of getting in trouble (empathy interviews). Students want more relevant instruction related to their experiences.</p> <p>Overarching themes from community stakeholder input needs for strategic planning: connection (school, home, community), social and emotional health of students and staff. Disruptions happen because of behaviors related to social media, disrespect, and vaping (empathy interviews). Students are reporting mostly student-student disrespect rather than student-teacher disrespect.</p> <p>Accreditation made a recommendation to continue efforts to ensure that we are still focused on diverse recruitment of educators to our district to match our student body since a majority of our teachers are white and the majority of students are now minorities.</p> <p>Students report that assessment practices in schools are not used for learning/teaching and majority for grades and prefer non graded assignments. Students all report that assessments are too frequent and in high school are too frequently planned for on the same days.</p> <p>50% of students are in advanced/honors/AP courses (GA Health Survey)</p> <p>additional perception data from strategic planning</p> <ul style="list-style-type: none"> <li>● Class size: increasing/too large class sizes</li> <li>● Inequity among facilities</li> <li>● Meeting the Needs of Coming Students w/Changing Demographics</li> <li>● Student Behaviors and How to Support Both Students as well as Teachers</li> <li>● Focus on social and emotional health</li> <li>● Grade Inflation/Multiple Opportunities for Test Taking</li> <li>● Intentionally Promote Curiosity/Awareness/Embracing of All Cultures</li> <li>● Mental Health Training &amp; Understanding for All Staff</li> <li>● need for Life Skills Embedded into Curriculum</li> </ul> <p>Increasing attendance concerns, both student and adult</p> <p>450 referrals made for mental health services JUST by our school social work team (not including counselor referrals fromIn buildings). Included in these 450 are the 54 (and counting) referrals for financial assistance for MH services</p> <p>Increase in tribunals this school year, Gateway (alternative school program) at the highest number enrolled than they ever have had. October is the highest referrals so far for the school year. 8th &amp; 10th grade levels with higher referral numbers</p> <p>2023 CNA student perception data:</p> <p>"Teacher talk" is almost 90% of the time spent in class. Students need opportunities to articulate and be active in learning. They brought up that in Columbia they had to buy books and have orally present. They are not doing that here.</p> <p>One participant noted that science classes are difficult, but teachers do a great job supporting students with hands-on activities. The real-life labs help transfer learning and create lasting memories.</p> <p>Math education is one of the counties strong content areas. The teachers are supportive. One participant noted that ELA instruction could be improved.</p>
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	<p>Specifically, learning to like books. The participant mentioned that the way teachers teach might lead to literary apathy. Engaging students in books may be one way to address this need. The participant also suggested an increase in the accessibility of the arts.</p> <p>A senior HS student shared that science is the most engaging class. The student also stated that the course was fun and well-planned. The senior mentioned that sometimes teachers have low expectations and that students are passive learners rather than active participants.</p> <p>Another participant shared that they participate in many projects throughout the classes. Math is less hands on. AP World is well-taught and hands-on.</p> <p>Another student shared that literature courses can be improved by utilizing an engaging, fun, engaging curriculum. On-level Lit courses felt they were learning the "required materials" rather than seeing their teachers passionate about the texts they were collectively reading. The student also mentioned the appreciation for choice regarding their course enrollment.</p>
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<p><b>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</b></p>	<p>RAMP, School Improvement Plans, student support plans and assessment plans, contingency plans for safety and Special Education, Beyond PROPEL, TAPS scores (TKES/LKES), Forsyth County School's Strategic Plan, Title I SWPs, District Accreditation, Workforce Forsyth 2.0, teacher retention data, PSC teacher retention report, GOSA teacher retention report, parent input surveys; behavior analysis, MTSS</p>
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<p><b>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")</b></p>	<p>FCS currently has multiple processes in place for decision-making, problem-solving, and allocation of resources; processes provide flexibility to schools to support the improvement of teaching and learning; processes include multiple types of stakeholders in decision-making; need for systemic processes related to instruction/teaching, formative assessment practices. FCS does not have a consistent systemic set of expectations for family engagement however family engagement/customer service is an expectation across the district.</p> <p>Title I schools have a higher proportion of students receiving reading and/or math intervention. Percentages of "tiered" number of students are around what they should be. Need to note that schools don't always implement with fidelity, may not have enough PD for teachers to implement, and there lacks a coherent system for monitoring. These factors may provide some reasons why some students are not moving out of tiered support. Students participated in mental health individual sessions or groups that focused on grief, anxiety, and emotional regulation-this is a continued need in middle and high schools.</p> <p>LKES</p> <p>There has been a decrease in many LKES standards from SY21 to SY22. Some have decreased in a very minimal way. The greatest decrease was in Planning and Assessment (LKES #3) and Organizational Management (#4).</p>
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	<p>HR Management and Professionalism have grown from SY21 to SY22. 19 principals in their first 3 years of experience might be one reason for some of the standards dropping, but none have dropped below "3"</p> <p>According to 2021 LKES scores, FCS Leaders require professional learning in organizational management, evaluation of staff/teachers (*assessment), and human resources (retention/hiring of staff). In addition to professional learning needs of leaders based on the lowest scoring LKES standards, FCS hired 29 new school leaders in 2021 due to attrition and previous leaders retiring (highest number of new leadership staff ever). 2021-2022 school year, FCS had 7 new principals (6 new to role) and 22 new assistant principals (19 new to role).</p> <p>TKES</p> <p>For the 10 TKES standards, all have increased from SY21 to SY22. Assessment Uses (TKES #5) and Assessment Strategies (TKES #6) are lower than other standards. Might be a good area for professional learning for teachers and aligns with current T&amp;L work on assessment.</p> <p>Standards 7 and 9 appear to have the highest gains from SY21 to SY22. As indicated by 2021 TAPS scores, FCS Teachers need professional development in differentiated instruction (meeting the needs of diverse learners), academically challenging environment, and assessment uses; strong average scores in positive learning environment, professionalism, communication and professional knowledge.</p> <p>Behavior:</p> <p>57% of schools are implementing PBIS</p> <p>Large increase in SAS referrals each year; current SAS referral numbers look like school year 22-23 will be higher/outpace last year's referral numbers</p> <p>Tribunal referrals peaked in SY21, and in October of this school year. Also, the highest number of referrals for 10th graders (these students were in 7th grade during first pandemic outbreak).</p> <p>Teacher retention data:</p> <p>leader and teacher demographics are distinctly different than the student demographics. With this discrepancy, professional learning in cultural awareness might be a good topic for our leaders.</p> <p>At recent job fairs, there seems to be an increased number of teachers having alternative certification and/or certification from another country. Increased enrollment in Forsyth Teacher Academy.</p> <p>The "paraprofessional to teacher" pipeline seems to be increasing.</p> <p>The largest teacher experience group is those having 5-9 years of experience.</p> <p>Teacher retention is trending lower each year.</p> <p>There has been a slight decrease teacher retention rate and Title I schools still retain less staff than non-Title I schools.</p> <p>Leader retention is very good as well in comparison to state averages.</p> <p>Recommendation from accreditation report -building a diverse staff.</p> <p>We are drastically seeing office referral numbers decline with schools using PBIS.</p> <p>Hiring more diverse staff - Match Student Diversity (PTO, LSC, also)/Teacher/Admin Diversity</p> <p>IST/SST data:</p>
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	<p>Typically you would expect to see more students in IST than SST, not always the case in our data.</p> <p>Difference in percentage of number of students in IST/SST based on location in the district.</p> <p>SST average percentage is 3-5%.</p> <p>Math academic need in middle school based on Fast Bridge targeted screening data.</p> <p>Professional Learning: Formative assessment dashboard (21-22): 94% of teachers see success criteria describe evidence needed to achieve learning target. Continued professional development on assessment and grading—secondary grading beliefs &amp; practices survey data (19-20) show that 70% believe grading is important for judging student progress, teachers have neutral results with grading beliefs/practices vs no opinion. Teachers need time for deeper interaction with students on a typical skill day. Gap between knowledge of grading/assessment and practices in place. Administrators would like support with formative assessment and feedback practices in their buildings. Quality and variety of PLC structures are inconsistent across the district (from PLC and Feedback data) Need Classroom Management Sessions for teachers in FCS. Students are asking for more engaging lessons.</p>
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What achievement data did you use?	<p>GA Milestones EOG and EOC, ACCESS, GOSA's Schools Like Mine Dashboard, Student Growth Percentiles, Exit Data (EIP, ESOL, Special Education), American Reading Company, District Data Sheet. Fastbridge (universal screening), Beacon, mid year and end of year report card grades; attendance</p>
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What does your achievement data tell you?	<p>increase in the number of students in high growth, need to improve subgroup scores (ED, ESOL, Special Education), increase of growth of gifted students, Forsyth's closing the gaps in below state average (2019), average lexile growth continues to decline, lack of capacity in teachers to use data to make and implement instructional practices with various learners across the Tiers to meet the needs of students (academic and social / emotional) There is a need to increase the number of students demonstrating high growth (Student Growth Percentiles) on state assessments, particularly among Gifted learners. We need to increase achievement scores among our ED, ELL, and SWD subgroups. Our system score on the Closing Gaps component of CCRPI was below the state average at the Elementary and Middle levels, indicating the need for greater attention to subgroup achievement. The average Lexile level has decreased in the majority of grade levels over the last two years as measured on the EOG and EOC assessments. There is inconsistent use of data for instructional planning and practice for learners across Tiers to meet the academic and social / emotional needs of students.</p> <p>475 of 616 SST students in FCS elementary schools are Reading related due to lack of achievement/not reading on grade level; Fastbridge Early Reading Universal Screening results show that fall benchmark 12% of FCS students in K-1 were below 20%, and 16% in winter were below 20%; Fastbridge results for reading fluency (CBMR 1st-5th grades) show that only 8/21 elementary</p>
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schools closed gaps in achievement from the fall benchmark results to the winter benchmark (decreasing the number of students the scored below the 20%). Average scores for for F for 1-5th on the CBMR was 45 for district and national norms average score is 67 for Winter.

2020-2021 data- effects of the pandemic:

High School failed courses either doubled or tripled

ELA-1355 Math-1485 Science-987 Social Studies-1121

Middle School ELA/Math Failures

ELA-1463 Math 1489

Attendance concerns with pandemic FY21 which continues to be a concern as teachers are trying to fill academic gaps due to this.

24,300 students were quarantined by schools (some multiple times); 4,601 students self quarantined

When students were quarantined they only received asynchronous learning

Fastbridge universal screening Data: K-2 students Below 25th Percentile - 7,405 Below 10th Percentile: 1,928 = 9,433 At Risk K-2 students

Access data:

Annual Exit Rates have increased from 12% (FY19) to 14% (FY20) to 17% (FY21) while the state has remained below 10%.

Increased average Total CPL growth from .27 (FY21) to .32 (FY22)

11 schools made gains greater than .5 during the pandemic, 1 school made more than 1 year's growth in same time

Reading growth remains consistent and positive (only 5 schools show negative growth while 9 show more than a year's growth)

Nearly  $\frac{14}{100}$  of our ESOL students are LTELs (5+ years in same system as EL)

Approximately 50% of our ELs are at Beginning Level in ELA (EOG and EOC), approximately 30% for Math

Little to no growth in Speaking across district with 25 schools showing a decline while only 5 schools showed declining growth in Overall CPL

MS and HS has overall negative growth

- ELA data shows an increase over the past few years.
- Although the % of proficient and distinguished learners in math has been stagnant, there is a notable increase in the average scale scores between 2017-2019
- ELA increases in secondary grades
- Graduation rate continues to rise
- 2019- 94.6% / 2020 -96.1% / 2021 - 96.4%
- ACT- Overall the averages were going up
- Content area of math had a small decrease; more stagnant.
- Concerns about American Literature scores in high school
- ACT scores significantly lower in areas of reading for FVA students vs other high schools in FCS
- Less students are taking ACT
- Milestones Elementary- Science and ELA had the largest number of level 1
- 100% Science data level 1 at Otwell (Physical Science)
- ELA at all 3 levels had a greater DECREASE at all 3 levels than Math and Science.
- ELA Milestones level 3, 4 were the lowest scores- Evident in the elementary



- High school closing gaps in CCRPI – ED and ELL making gains in ELA, Math, Science
  - SWD subgroup had big increase in graduation rate from 2019 (80.19%) to 2020 (89.25%). (did have a "hold harmless" provision)
  - High School ELA – Increases in EL, ED and SWD
  - EL graduation rate was up 10% from the previous 2 years but still lagging behind all students.
  - Graduation rate has increased in the EL subgroup 6.7% increase
  - Graduation rates increased for ED subgroup. From 85% to 89% for FCS.
  - ED subgroup in Title I schools not meeting targets for performance (especially in math)
  - Specific area for improvement for ED and ELL is vocabulary and literacy development.
  - ED and ELL have the lowest graduation rates in the county.
  - Black student subgroup also showing decreases in overall graduation rates (95% in 2018 to 89.9% in 2019 to 90% in 2020). This is happening while minority subgroup graduation rate is increasing.
  - HS need to close gaps in ED and EL in Social Studies.
  - ELA concerns at the secondary level in the subgroups of ED, EL, and Black.
  - Math concerns at the elementary and middle level in the subgroups of ED, Black, and Hispanic (see Closing Gaps data in most recent CCRPI report)
  - Disproportionate number of Hispanic subgroup qualifying for intervention and SPED services.
  - EL graduation growth 2020 77.7% 2021 84.3%
  - For Elementary ELA, the ED subgroup has 68.78% of students in Level 1 & 2 (Beginning/Developing) as compared to 37.98 for all students (2021)
  - For Elementary Math, the ED subgroup has 63.38% of students in Level 1 & 2 (Beginning/Developing) as compared to 30.66 for all students (2021)
  - School climate in Title I schools is increasing
- Otwell (Title I) has a more difficult time closing gaps in subgroups than schools that are not Title I.
- 2019 to 2021 ED had an increase of students scoring at a level 1 in ELA
  - Gap in Black subgroup performance in Social Studies. Largest and consistent gap in both MS and HS.

#### **Preliminary 2022 EOG results**

##### **2022 EOG TI Elementary School**

- 48.5% of students at T1 schools demonstrated proficiency in Math
- **41.9% of students at T1 schools demonstrated proficiency in ELA**

##### **2022 EOG NON TI Elementary School**

- 73.7% of students at Non T1 schools demonstrated proficiency in Math
- 64.9% of students at Non T1 schools demonstrated proficiency in ELA

##### **2022 EOG TI Middle School**

- 44.5% of students at T1 schools demonstrated proficiency in Math



● **41.4% of students at T1 schools demonstrated proficiency in ELA**

**2022 EOG NON T1 Middle School**

- 69.7% of students at Non T1 schools demonstrated proficiency in Math
- 65% of students at Non T1 schools demonstrated proficiency in ELA

Equity Gap still exists in student achievement when comparing proficiency on EOG for Title I schools vs. Non Title I schools.

**2023 CNA**

Approximately 38% of students were not proficient in ELA according to EOG GA Milestones Grades 3-5.

Although we outperformed the state, the percentage of students who scored proficient or higher on the EOC American Lit EOC was 69%. It should be noted, however, that scores during the pandemic were at 44% for 2021.

Scores are lower in 2022 as compared to 2019 signaling that we are not yet back to pre-pandemic levels of proficiency. (e.g., Middle school EOG in 2019 was 75% proficient as compared to 61% in 2022.)

Across the state, 28% of students take HS PS in 8th grade; however, 97% of FCS students take HS PS in 8th grade. We only have 122 students taking 8th grade science in the district and of those, the majority are identified as SWD or ELL.

When examining the percent of students at the prof level of beginning Learner on Milestones:

All - 12%, H - 28%, E.D. - 32%, E.L., 24%, S.W.D. - 34%

Discrepancy between grad rate of the district at 96% as compared to ESOL at 84%.

CCRPI lowest scores in schools with higher Hispanic populations

Lexile stretch band

Black – 54%

Hispanic 43%

Low levels of ELA proficiency for MV students as compared to the district

- Elementary (19% for MV as compared to 62% at the district)
- Middle (20% for MV as compared to 61% at the district)
- High (30% for MV as compared to 67% at the district)

Low levels of ELA proficiency for Migrant students as compared to the district

	<ul style="list-style-type: none"> <li>• Elementary (25% for MV as compared to 62% at the district)</li> <li>• Middle (20% for MV as compared to 61% at the district)</li> </ul> <p>Title-1 to non-Title-1 Comparison  CCRPI FCS=92.70  ALL MS=89.20  ALL HS=92.00  OMS=81.30  FCHS=85.10</p> <p>Grades 3-5 have lower rates of EOG ELA proficiency as compared to the district (42% as compared to 61%)</p> <p>Many schools experienced a decrease in content mastery from 2019 to 2022. Middle school seems to have overall largest decrease. Might this be due to learning at home during pandemic (foundational gaps, difficult socially and impacting learning)?</p> <p>Content mastery above state average but following state trend of decrease (connection to the assessment strategies and uses need identified in TKES)</p> <p>Trends at Title 1 schools are not distinctly different from district trends. We need to also examine the impact of opening new schools during this time. Need to also look at teacher experience/turnover and how long it takes to get teachers "comfortable" in their grade/area.</p>
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What demographic data did you use?	performance of subgroups, program enrollment (EIP, gifted, Title I, ESOL, AP), subgroup achievement data, allotment for staff process; ethic and race demographics, gifted testing/assessment procedures and data, equity data, financial data
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What does the demographic data tell you?	<p>performance of subgroups (ELs, Hispanic, Special Education, EDs) is not commensurate of the majority of the district, growth of gifted students is not as high as expected, revision of allotment process may be necessary. Equity gap between the number of students referred for gifted testing and identification of gifted students a non Title I schools/high poverty schools vs. Title I schools/high poverty schools. Asian (28% gifted) and white (14% gifted) students are more often identified for gifted and are evaluated. Black (6.2% gifted) and Hispanic (4.3% gifted) students have a very low rate of identification across the district. Title I schools have single digit percentages of students identified and in gifted program. Forsyth County became a minority majority school district in 2022.</p> <ul style="list-style-type: none"> <li>• #1 Fastest Growing Asian Population in America</li> </ul>
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- #2 Best Places to Retire in America
- Top 10 Fastest-Growing Counties in America
- Top 20 Affluent Counties in America
- Healthiest County in Georgia (7 years)

demographics: 27.29% Asian, 4.69% Black, 49.52% Caucasian, 14.41% Hispanic, 3.56% multi racial,  
 53,148 total enrollment  
 English Learners 7.5%  
 Economically Disadvantaged (2019 data) 14.7%  
 Students with Disabilities 15.2%  
 -Majority of FCS are above state average on the CCRPI  
 -Highest graduation rate (96.1%)  
 -Best financial rating (5-star rating)  
 -FCS highest bond rating

2023 CNA  
 54,438 students  
 demographics: 30.81% Asian, 14.19% Hispanic, 4.48% Black, 46.52% Caucasian, 3.4% multiracial, < 1% American Indian, ,1% Pacific Islander

English Learners - 7.2%  
 Economically Disadvantaged - 14.0%  
 Students with disabilities - 15%

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.1 Strengths and Challenges Based on Trends and Patterns

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

##### Strengths and Challenges Based on Trends and Patterns

<p><b>Coherent Instructional:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>2021: Forsyth typically has great success in the area of student achievement as a whole despite the fact that practices and processes are inconsistent across the district. Strengths: ELA data shows an increase over the past few years. Although the % of proficient and distinguished learners in math has been stagnant, there is a notable increase in the average scale scores between 2017-2019 (coincides with the purchase of Envision math). ELA gains at the secondary level. High school closing gaps in CCRPI – ED and ELL making gains in ELA, Math, Science, SWD subgroup had big increase in graduation rate from 2019 (80.19%) to 2020 (89.25%). **Note – we did have a "hold harmless" provision. ELA content area has shown an increase in student achievement. Teachers and leaders attribute this to a strategic focus on professional learning in the area of literacy. Per pupil expenditure is lower than the state average yet we have high achievement across the system. TAPS scores have been stable since 2017, but our teachers have shown relative gains on standard 4 (differentiated instruction) and standard 7 (positive learning environment). This aligns with the system focus on personalized instruction and social emotional health.</p> <p>Challenges: Content area of math had a small decrease (not significant). Seems more stagnant. American Literature decrease in scores. ACT scores significantly lower in areas of reading for FVA students vs other high schools in FCS. ED subgroup in Title I schools not meeting targets for performance (especially in math) Specific area for improvement for ED and EL is vocabulary and literacy development. ED and ELL have the lowest graduation rates in the county. Black student subgroup also showing decreases in overall graduation rates (95% in 2018 to 89.9% in 2019 to 90% in 2020). This is happening while minority subgroup graduation rate is increasing. HS need to close gaps in ED and EL in Social Studies. ELA concerns at the secondary level in the subgroups of ED, EL, and Black. Math concerns at the elementary and middle level in the subgroups of ED, Black, and Hispanic (see Closing Gaps data in most recent CCRPI report) Disproportionate number of Hispanic subgroup qualifying for intervention and SPED services. Student work completion is far less in the virtual setting than in the F2F setting. Student responses: Giving more opportunities to our subgroups; With the pandemic, finding a balance for students missing F2F instruction – not going all to the virtual aspect of things.; Continued focus on mental health / wellness centers. GA milestones results from 2021 continue to show a need for improvement in student achievement in science too.</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>2022:</p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>● ELA data shows an increase over the past few years.</li> <li>● Although the % of proficient and distinguished learners in math has been stagnant, there is a notable increase in the average scale scores between 2017-2019</li> <li>● increases in ELA achievement at the secondary level</li> <li>● Graduation rate continues to rise</li> <li>● 2019- 94.6% / 2020 -96.1% / 2021 – 96.4%</li> <li>● ACT- Overall the averages were increasing</li> <li>● SWD subgroup increase in graduation rate from 2019 (80.19%) to 2020 (89.25%) during the "hold harmless provision"</li> </ul> <p>High School increases in ELA achievement for the EL, ED and SWD subgroups</p> <ul style="list-style-type: none"> <li>● Graduation rate has increased in the EL subgroup 6.7% increase</li> <li>● Graduation rates increased for ED subgroup: from 85% to 89%</li> <li>● TKES Standards 2, 3, and 7 were the highest-rated instructional planning, instructional strategies, and positive learning environment. Student Perception Data: Engagement, Instructional Strategies, Teaching followed by application of knowledge, Block schedules are beneficial for depth of learning</li> </ul> <p>Challenges:</p> <ul style="list-style-type: none"> <li>● Content area of math had a small decrease in achievement; data is more stagnant</li> <li>● ACT scores significantly lower in areas of reading for FVA students vs other high schools in FCS</li> <li>● Less students are taking ACT exam</li> <li>● Milestones EOG Elementary- Science and ELA had the largest number of</li> </ul>
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## Strengths and Challenges Based on Trends and Patterns

	<p>Level 1 (Beginning)</p> <ul style="list-style-type: none"> <li>• 100% Science data level 1 at Otwell (Physical Science)</li> <li>• ELA at all 3 levels had a greater decrease at all 3 levels than Math and Science.</li> <li>• ELA Milestones level 3,4 were the lowest- Evident in the elementary</li> <li>• ED subgroup in Title I schools not meeting targets for performance (especially in math)</li> <li>• Specific area for improvement for ED and EL is vocabulary and literacy development</li> <li>• ED and EL have the lowest graduation rates in the county</li> <li>• Black student subgroup also showing decreases in overall graduation rates (95% in 2018 to 89.9% in 2019 to 90% in 2020). This is happening while minority subgroup graduation rate is increasing.</li> <li>• HS gaps in performance for the subgroups of ED and EL in Social Studies</li> <li>• ELA concerns at the secondary level in the subgroups of ED, EL, and Black</li> <li>• Math concerns at the elementary and middle level in the subgroups of ED, Black, and Hispanic (see Closing Gaps data in most recent CCRPI report)</li> <li>• Disproportionate number of Hispanic subgroup qualifying for intervention and special education services</li> <li>• For Elementary ELA, the ED subgroup has 68.78% of students in Level 1 &amp; 2 (Beginning/Developing) as compared to 37.98 for all students (2021)</li> <li>• For Elementary Math, the ED subgroup has 63.38% of students in Level 1 &amp; 2 (Beginning/Developing) as compared to 30.66 for all students (2021)</li> <li>• TKES Lowest rated: Standards 4,5, 6 that relate to differentiation, assessment uses and assessment strategies</li> <li>• Student Perception Data: Retention of knowledge (homework), assessment methods (one way to demonstrate mastery of knowledge), need for variety in summative assessments (projects, presentations, assessments, etc). Allow students to have options in completing homework If students have a choice in their own learning they will be motivated. Not motivated when homework/or work is graded.</li> </ul>
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## Strengths and Challenges Based on Trends and Patterns

	<p>Title I Schools:</p> <ul style="list-style-type: none"> <li>• Student achievement/performance in Title I schools was at or above the STATE average however continues to be lower than non Title I schools in Forsyth County.</li> <li>• Otwell (Title I) has a more difficult time closing gaps in subgroups than schools than non Title I middle schools</li> <li>• 2019 to 2021 ED had an increase of students scoring at a level 1 in ELA</li> </ul> <p>2023:</p> <p>Strengths:</p> <p>High overall graduation rate (2022 – 96%). Graduation rate has been trending above 93% since 2015.</p> <p>demonstrated relatively high overall Math proficiency as compared to the state in Elementary school.</p> <p>Grades 3-5 have 65% proficient as compared to 39% proficient for the state</p> <p>Scores are lower in 2022 as compared to 2019, but gains are higher in math to signal a quicker recovery.</p> <p>FCS is above the state average when examining EOG and EOC content mastery</p> <p>American Lit (EOC) scores demonstrate a significant gain from 44% proficient to 69% proficient in 2022</p> <p>Science (EOC) scores demonstrate a significant gain from 48% proficient to 72% proficient in 2022</p> <p>ARP ESSER III Plan- recovered 430 high school credits; K-8 summer school increases in ELA and math June 2022 (board report September 2022) - continue plan</p> <p>English Language learners' graduation rate has gone from 49% ten years ago to 84% in 2022.</p> <p>Black students have seen grad rates improve over the last 10 years (from 80.6% to 96.2%)</p> <p>Economically disadvantaged students have seen grad rates improve over the last 10 years (from 66.1% to 91.2%)</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>Areas for Improvement:</p> <p>Approximately 38% of students were not proficient in ELA according to EOG GA Milestones Grades 3-5.</p> <p>Although we outperformed the state, the percentage of students who scored proficient or higher on the EOC American Lit EOC was 69%. It should be noted, however, that scores during the pandemic were at 44% for 2021.</p> <p>Scores are lower in 2022 as compared to 2019 signaling that we are not yet back to pre-pandemic levels of proficiency. (e.g., Middle school EOG in 2019 was 75% proficient as compared to 61% in 2022.)</p> <p>Across the state, 28% of students take HS PS in 8th grade; however, 97% of FCS students take HS PS in 8th grade. We only have 122 students taking 8th grade science in the district and of those, the majority are identified as SWD or ELL.</p> <p>When examining the percent of students at the prof level of beginning Learner on Milestones: All - 12%, H - 28%, E.D. - 32%, E.L., 24%, S.W.D. - 34%</p> <p>Discrepancy between grad rate of the district at 96% as compared to ESOL at 84%.</p> <p>CCRPI lowest scores in schools with higher Hispanic populations</p> <p>Lexile stretch band Black – 54% Hispanic 43%</p> <p>Low levels of ELA proficiency for MV students as compared to the district</p> <ul style="list-style-type: none"> <li>● Elementary (19% for MV as compared to 62% at the district)</li> <li>● Middle (20% for MV as compared to 61% at the district)</li> <li>● High (30% for MV as compared to 67% at the district)</li> </ul> <p>Low levels of ELA proficiency for Migrant students as compared to the district</p> <ul style="list-style-type: none"> <li>● Elementary (25% for MV as compared to 62% at the district)</li> <li>● Middle (20% for MV as compared to 61% at the district)</li> </ul>
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## Strengths and Challenges Based on Trends and Patterns

	<p>Title I Schools:  Title-1 to non-Title-1 Comparison  CCRPI FCS=92.70  ALL MS=89.20  ALL HS=92.00  OMS=81.30  FCHS=85.10</p> <p>Grades 3-5 have lower rates of EOG ELA proficiency as compared to the district (42% as compared to 61%)</p>
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<p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>2021:</p> <p>Strengths: FCS has strengths in the budgeting process, stakeholders having input and opportunities for leadership, flexibility granted to leaders based on needs of schools and departments, a fair and equitable way to allocate human resources, a successful process for problem solving, improvement processes and a vision/mission/core beliefs that drive decisions at the district and leadership level. LKES Standards 2, 7, &amp; 8 are strengths for the system, Standard 2 trend numbers have increased over the last three years; major focus on this area. Overall our scores are strong overall</p> <p>Challenges: Standard 6 has a low rating, As we become more courageous leaders, we are having difficult conversations with people in the bldg; Pushing for growth; expectations continue to increase, Inter-rater reliability training for TKES, Encourage principal's to add additional documentation to support their work in the standards with lower ratings. Student perception vs the overall climate score is not in the same/discrepancies in data, Student perception data is almost always the lowest, It's important to note that some schools have programs that can skew the data that aren't necessarily related to being a title 1 school. Providing supports to schools that have specific needs, for ex: ED, generational poverty, etc., Middle school climate scores are lower, there is a difference in the numbers in terms of discipline and suspensions, Challenges: monitoring use of resources, aligning policies and procedures through a transparent process and providing guidance and feedback to schools on the improvement process. 2021-2022 school year, FCS will have 7 new principals (6 new to role) and 22 new assistant principals (19 new to role).</p> <p>2022:</p> <p>Strengths  LKES</p>
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## Strengths and Challenges Based on Trends and Patterns

	<ul style="list-style-type: none"> <li>● Standards #2, #7, #8 are the strongest</li> <li>● There are many artifacts to draw from when rating in LKES</li> <li>● Classroom Management Sessions for teachers in FCS</li> <li>● office referral numbers decline with schools implementing PBIS</li> <li>● Climate star ratings show across the board that this is a strength for the system b/c all schools are 4 or 5 stars.</li> <li>● Decisions that are made as district priorities impacting our students and impacting effective leadership</li> </ul> <p>Challenges:</p> <ul style="list-style-type: none"> <li>● Both teachers and students are expressing hesitation with current affairs</li> <li>● Students are asking for more engaging lessons</li> <li>● Teachers are using some of the same lessons used for on-line learning</li> <li>● ensuring explicit instruction with executive functioning skills</li> <li>● increased identification of students who are Hispanic for special education</li> <li>● We have not had an interrelated reliability for LKES</li> <li>● Staff with veteran leaders may have a different lens for evaluation and ratings.</li> <li>● In TKES it can be difficult to identify artifacts for standards 7 and 8.</li> <li>● Attrition rate</li> <li>● 31 New Administrators were hired for the 2022-23 school year Since the 2019-2022 school year, 29/43 schools have had new principals, 21 of the 29 were first year principals</li> </ul> <p>2023:</p> <p>Our changing student needs (demographics, high-need populations, SEL needs of students, learning/skills gaps from pandemic) is requiring us to look at how we allocate our personnel, expertise, and services.</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>Strengths:</p> <p>LKES standards HR Management and Professionalism have grown from SY21 to SY22.</p> <p>57% of schools are implementing PBIS</p> <p>Graduation rate has increased since 2012</p> <p>increased number of teachers having alternative certification and/or certification from another country. Increased enrollment in Forsyth Teacher Academy.</p> <p>The "paraprofessional to teacher" career path is increasing</p> <p>We have added instructional coaches and ELL coaches, for example, but a school-based coach might be able to give more in-depth support on a day-to-day basis.</p> <p>Teachers get a lot of leadership opportunities to provide input on curriculum development.</p> <p>DLI program is continually and comprehensively monitored for implementation.</p> <p>Plan for improving reading includes a clear plan for rolling out and data for implementation and monitoring. Training, coaching and supporting teachers; working with building leaders on structural changes (e.g., schedule) needed to carry out the work.</p> <p>District staff supports building teams in creating School Improvement Plans. Building-level Title coordinators receive on-site support from the district Director of Federal Programs.</p> <p>Areas for Improvement:</p> <p>There has been a decrease in many LKES standards from SY21 to SY22. Some have decreased in a very minimal way. The greatest decrease was in Planning and Assessment (LKES #3) and Organizational Management (#4). 19 principals in their first 3 years of experience might be one reason for some of the standards dropping, but none have dropped below "3"</p> <p>Our leader and teacher demographics are distinctly different than the student demographics. With this discrepancy, professional learning in cultural awareness might be a good topic for our leaders.</p> <p>The largest teacher experience group is those having 5-9 years of experience; Teacher retention is trending lower each year.</p> <p>CCRPI</p> <p>Content mastery above state average but following state trend of decrease.</p>
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## Strengths and Challenges Based on Trends and Patterns

	ACCESS band movement is lower at middle and high school.
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Professional Capacity:Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?

2021:

Strengths: TKES: Professional knowledge (Standard 1), communication (Standard 10), Professionalism (Standard 9) are strengths, LKES: Professionalism (Standard 7), School Climate (Standard 2) PLC organization is in place (PLL data, planning phase perception 2020), Increase in the 3 planning phase outcomes (perception 2020), DCD in 19-20 was clearly aligned to instructional framework outcomes (DCD feedback) , 94% of teachers found DCD sessions enhanced their knowledge. (DCD feedback 19-20), Collaboration across district is meaningful learning for teachers (DCD feedback 19-20) Teacher and leader retention is a strength of the district, especially when compared to state and national retention rates, High retention rates for leaders and teachers positively impacts student learning, FCS' Forsyth Teacher Academy successfully recruits diverse applicants for certified positions, TKES indicates high scores in professional knowledge, communication are strengths (effective recruiting of quality educators) professional learning inventory had 906 responses that professional learning is consistently implemented

Challenges: TKES: Assessment uses (Standard 6) and strategies (Standard 5) continue to be a challenging area for teachers, LKES: Teacher/staff evaluation (Standard 6), Human Resources Management (Standard 5), Teachers and Leaders may benefit from targeted supports and opportunities to engage in improvement practices based on needs , Implementation of PLC framework (quality) is in its infancy (PLL data), Monitoring implementation (PLL data), Developing instructional leadership capacity (PLL data), Discrepancy in perception about instructional practices between teachers and leaders (PLL and Assessment data from 2019), Collaborative culture and collective efficacy are not developed on all teams (PLL 19 and 2021, Self-Reflection Data 01/2020), Huge discrepancy between secondary teachers' beliefs and actions regarding grading and reporting (secondary grading data) , Unequitable opportunities for students to demonstrate mastery (secondary grading data), Lack of a comprehensive and consistent instrument to monitor professional learning in the district against professional learning standards, Teacher retention is lowest at Title I schools vs. Non Title I schools, recruitment of diverse experienced staff, assessing and adjusting professional learning continues to be a challenge as well as measuring the impact/effectiveness of professional learning. 2021-2022 school year, FCS will have 7 new principals (6 new to role) and 22 new assistant principals (19 new to role).

	2017-2018			2018-2019			2019-2020		
	Cert Staff	Sep.	Ret. %	Cert Staff	Sep.	Ret. %	Cert Staff	Sep.	Ret. %
Chattahoochee	N/A	N/A	N/A	N/A	N/A	N/A	67	3	95.5%
Chestatee	73.5	1	98.6%	N/A	N/A	N/A	94.5	6	93.7%
Cumming	83	7	91.6%	93	6	93.5%	85.5	7	91.8%
Little Mill	60	5	91.7%	64	12	81.3%	63.5	4	93.7%
OMS	78	11	85.9%	101.5	10	90.1%	102	10	90.2%

2022:

Strengths

Facilities/Construction/Maintenance - ability to provide quality professional learning for

## Strengths and Challenges Based on Trends and Patterns

	<p>whole groups</p> <p>Pathways</p> <p>High Expectations for All (Learner Profile)</p> <p>Leadership /Principals/Visibility/Approachable and Accessible</p> <p>School Autonomy/CultureFlexible Learning OptionsSchool Safety/SRO/SASTeachers/Staff (Highly Qualified)</p> <p>Formative assessment dashboard (21-22): 94% of teachers see success criteria describe evidence needed to achieve learning target</p> <p>98% see goal setting is ongoing &amp; is ongoing as part of formative assessment process</p> <p>Teachers see how important it is for students to be actively engaged in learning and goal setting</p> <p>80% of students feel like they're treated with respect and/or fairly (Secondary GA Health Survey)</p> <p>At least 75% of students felt like they're culturally accepted (Secondary GA Health Survey)</p> <p>Trend in days of ISS/OSS assigned has decreased over the four years. Possibility of PBIS increasing capacity. (School Safety Data File) There is not a significant trend in differences between PBIS &amp; non-PBIS schools in terms of ODRs.</p> <p>50% of students are in advanced/honors/AP courses (GA Health Survey)</p> <p>Challenges:</p> <p>Professional development: expansion of professional learning days (time and structures of PL)</p> <p>Hiring more diverse staff - Match Student Diversity (PTO, LSC, also)/Teacher/Admin Diversity</p> <p>Class size: increasing/too large class sizes (perception data)</p> <p>Inequity among facilities</p> <p>Meeting the needs of newly enrolling students with changing demographics</p> <p>Increased student behaviors and How to Support Both Students as well as Teachers</p> <p>Grade inflation/multiple opportunities for test taking</p> <p>Intentionally plan for curiosity/awareness/embracing of all cultures in lessons</p> <p>mental health awareness</p> <p>life skills embedded into lessons</p> <p>Continued professional development on assessment and grading– secondary grading beliefs &amp; practices survey data (19-20) show that 70% believe grading is important for judging student progress, teachers have neutral results with grading beliefs/practices vs no opinion.</p> <p>Teachers need time for deeper interaction with students on a typical skill day. Gap between knowledge of grading/assessment and practices in place.</p> <p>Administrators would like support with formative assessment and feedback practices in their buildings.</p> <p>Quality and variety of PLC structures are inconsistent across the district (from PLC and Feedback data)</p> <p>Teachers are worried about teaching in this climate &amp; the possibility of getting in trouble (empathy interviews).</p> <p>Disruptions happen because of behaviors related to social media, disrespect, and vaping</p>
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## Strengths and Challenges Based on Trends and Patterns

(empathy interviews). Students are reporting mostly student-student disrespect rather than student-teacher disrespect.

Students need more hands-on activities/small-group instruction and teachers do not feel equipped to do some of these things. (Empathy interviews)

250% increase in student referrals for needing a student advocacy specialist. Possibly teachers not equipped to meet students' needs and only strategy to refer to SAS.

Elementary 2/3 students feel good behavior is not noticed. 16% feel they are being picked on and being bullied which is higher than secondary. (GA Health Survey)

25% - 33% of students do not feel respected because of their culture (Secondary GA Health Survey)

Limited data from students/low participation on student health survey.

Middle school students feel more unsafe than high school students (GA Health Survey).

Assessment is the lowest rated area and has been over the past few years.

Teacher/Staff evaluations & school climate are our lowest LKES standards.

Recruitment for 2021: 171/311 hired from recruitment efforts;

Increased our presence with historically Black colleges and universities.

Non-educational fairs

413 Certified Staff resigned or retired in May 2022

currently 435 new teachers have been hired (as of June 2022) however this includes New Hope ES staff to open new school

55 certified positions are still currently open/not been hired as of 6/28/2022

31 New Administrators were hired for the 2022-23 school year

Since the 2019-2022 school year, 29/43 schools have had new principals, 21 of the 29 were first year principals

Certified Retention											
2017-2018				2018-2019				2019-2020			
Cert Staff	Sep.	Ret. %		Cert Staff	Sep.	Ret. %		Cert Staff	Sep.	Ret. %	
N/A	N/A	N/A		N/A	N/A	N/A		67	3	95.5%	
Chattahoochee											
Chestatee	73.5	1	98.6%	N/A	N/A	N/A		94.5	6	93.7%	68.5
Cumming	83	7	91.6%	93	6	93.5%		85.5	7	91.8%	89
Little Mill	60	5	91.7%	64	12	81.3%		63.5	4	93.7%	70.5
OMS	78	11	85.9%	101.5	10	90.1%		102	10	90.2%	98
											10
											88.7%
											89.8%

2023:

Strengths:

Strength (& possible weakness) is school autonomy and follow through with implementation based on their unique needs and goals. School teams are driving their professional learning goals/sessions based on their needs.

Cohort model of PL helps professional learning feel cohesive from the district level.

CCRPI went up between 18 and 19 school years

TKES – Professionalism, Instructional Planning, Instructional Strategies  
Our teachers go above and beyond and lead outside of their classroom.



## Strengths and Challenges Based on Trends and Patterns

	TKES - We have had positive growth, and this could possibly be connected to the focused PL around the PLCs and instructional framework.		
	Areas for Improvement:		
	Report card communication/communicating student progress		
	Follow through with how we monitor implementation of the knowledge gained.		
	Barrier to changing instructional practices as a whole is the time, and human resources, available for quality professional learning.		
	Increase flexibility and alignment from the district in how we provide professional learning to meet schools' and individual teams' needs.		
	We do not have a formal process of connecting professional learning to teacher capacity to student achievement.		
	"I like school" (3rd-5th) decreases every year.		
	"I feel connected to someone at school" (6th-12th) strongly agree/agree responses reduce over time.		
	GOSA data – OSS went up (primarily males); check tribunal data at end of year.		
	TKES – Assessment Strategies, Assessment Uses, Differentiation --Emphasize assessment strategies and uses; look at professional knowledge and how teachers could grow.		
	TKES observations do not typically target standards 5 & 6.		
	Most LKES data went down – possible support with new leaders in their induction period. Assessment training needed to support the work with teachers. (31 new admin from the 21-22 school year)		
	We have a significant downward slope in teacher retention compared to the region/state.		
Twice as many leaders in the 25+ years category which would lead to retention continuing to drop due to retirement.			
Increase capacity of teachers to support students of all cultures/backgrounds. Increased ESOL and a wide variety of cultures and backgrounds			
2022 Retention Data			
	Cert. Staff	Sep	Ret. %
Chattahoochee	69	9	86.96%

## Strengths and Challenges Based on Trends and Patterns

	Chestatee	98.5	21	78.68%
	Cumming	95	4	95.79%
	Little Mill	71.5	5	93.01%
	OMS	101	17	83.17%

<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>2021:</p> <p>Strengths: Forsyth County is a high performer in state, Parent perceptions are higher than student perception, Personnel is highest rating, Schools who implement PBIS have improved scores, As a system, our schools have many programs and strategies in place to support our students SEL, APTT successful at schools where it is being implemented, some schools engage in student led conferences</p> <p>Challenges: Questions are different for parents and staff-hard to compare, perception is that there are some concerns in drug/alcohol, bullying, and violence in middle and high, Implement PBIS in all schools in district, Big differences in personnel and parent perception, We need to communicate better to parents to increase parent and student perception, Add back Cyber Bullying cluster parent meetings (very low attendance, Offer virtual district-wide meetings for students and parents addressing different concern, Combine the cluster family events that would benefit all schools in the district, Add an incentive to parents to attend the meetings, Higher suspension rate for Title I middle schools than other schools, possible connection with economically disadvantaged kids, Number of participants is disappointing in family engagement events, Elementary- parent score higher than middle/high (climate), Less communications for families in middle and high, lack of data to adequately measure family engagement practices and the impact across the district, need district procedures/expectations for family engagement at each school level</p> <p>2022:</p> <p>Strengths Climate/CCRPI</p> <p>Majority of FCS are above state average on the CCRPI</p> <p>Highest graduation rate (96.1%)</p> <p>Best financial rating (5-star rating)</p> <p>FCS highest bond rating</p> <p>providing free meals to students regardless of economic status</p> <p>Challenges:</p> <p>Engaging parents at the middle and high school levels.</p> <p>embracing diversity and providing life skills and mental health support.</p> <p>Post graduation trainings and opportunities for students</p> <p>Train teachers/staff on cultural awareness</p> <p>Make sure teachers are communicating with parents, especially in middle and high ("parents feel out of the loop"-perception data)</p> <p>Build community and business partnerships</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>Title I Schools:  Participation is very low (virtual and face-to-face)  provide more cluster events  lack of families connected through Parent Portal  parents want more communication; however, attendance at school sponsored capacity building events provided at the school to help train/communicate is low</p> <p>2023:</p> <p>Data Strengths:</p> <ul style="list-style-type: none"> <li>• Questions can be customized to target Family Engagement</li> <li>• GA Health survey was given in the Spring each year, students knew that they would be asked to participate</li> <li>• Academic performance ranks highly</li> <li>• Seeking input from all families</li> <li>• Teachers are certainly a strength</li> <li>• Partnership with families in child's education</li> <li>• Safety is a top priority</li> <li>• Opportunities for student growth</li> <li>• People based; relationship based</li> <li>• Continuously seeking feedback for improvement</li> </ul> <p>Areas for Improvement in Data:</p> <ul style="list-style-type: none"> <li>• Middle and High School surveys are very lengthy</li> <li>• Look into condensing questions</li> <li>• Consider open response questions</li> <li>• Provide opportunities for students to elaborate upon responses</li> <li>• Incorporate solutions-based thinking</li> <li>• Survey could be rushed through so that students can finish</li> </ul>
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## Strengths and Challenges Based on Trends and Patterns

	<ul style="list-style-type: none"> <li>● Provide students with opportunity to share needs</li> <li>● Middle school varies so much from the elementary level</li> <li>● Middle school schedule rotates and changes quarterly</li> <li>● Lack of involvement with school makes it challenging to respond to a survey</li> <li>● Continuous communication is a huge element in increasing parent involvement and input</li> <li>● Provide parents with a vision for school</li> <li>● Small percentage of responses from stakeholders</li> <li>● Parents do not have time to take surveys that are long, condense survey questions</li> <li>● Parent friendly language of survey</li> <li>● Offer survey in multiple languages</li> <li>● How often do parents receive surveys?</li> <li>● How is the survey sent to parents? Look at different ways to send out survey to parents</li> <li>● Videos explaining to parents' educational jargon</li> <li>● Parents explaining to parents' educational terms</li> <li>● Teachers are burning out, mindfulness and PBIS would help with positivity</li> <li>● Follow up message to thank parents for partnership with school</li> <li>● Provide surveys with open responses versus yes or no</li> </ul> <p>Title I Schools:</p> <ul style="list-style-type: none"> <li>● Variety of questions are proposed</li> <li>● Approx. 15 questions are asked in the input survey</li> </ul>
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## Strengths and Challenges Based on Trends and Patterns

	<ul style="list-style-type: none"> <li>• Survey is provided in both English and Spanish</li> <li>• Survey is also given to students</li> <li>• Questions are expanded upon so that all clearly understand what is being asked</li> <li>• Huge change from elementary school to middle school</li> <li>• Some schools have great success when the survey comes directly from the school versus the county office</li> <li>• Modes of sending home information is challenging at the middle school level</li> <li>• Class Dojo is a new method for CES to send out information to families</li> <li>• Families appreciate weekly information so that they are continuously receiving information</li> <li>• Suggestion- One survey that both students and families complete together so that they can collaborate</li> <li>• Suggestion- QR Code for survey during parent teacher conferences, maybe more Elementary</li> </ul>
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<b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>2021:</p> <p>Strengths: PBIS in schools that use PBIS- 80% of staff at least complete PBIS Self-Assessments, Schools utilizing PBIS have significant gains and improvements in behavior incidents, wide variety of interventions/supports for student needs across the district</p> <p>Challenges:-Disconnect between bullying/violence data and bullying/violence perception from survey, Multi-tiered system of support- we need more data to ensure we are developing and monitoring, closing gaps Higher average tribunal numbers (across three years) in Title I schools, behavior (need for increasing PBIS in district), meeting social emotional need of all students, inconsistent social emotional practices across the schools, inconsistent supports/interventions for students in tiers 2-3 due to lack of data based decision making amongst staff</p> <p>Increased numbers of:</p> <ul style="list-style-type: none"> <li># of crisis interventions</li> <li># of threat assessments</li> <li>Attendance</li> </ul>
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## Strengths and Challenges Based on Trends and Patterns

	<p>Referrals for counseling services Data from Signs of Suicide # of DFACS reports Georgia Student Health Survey</p> <p>SY: 2020-2021 394 -# of DFCS referrals 413-# of suicide referrals 142-# of threat assessments 119 -# of crisis interventions -599 Mental Health Referrals -217 Health Referrals -1685 Home Visits from school social workers</p> <p>2022: Strengths: All Elementary Schools received a 4 or 5 star school climate rating. Student Advocacy Specialists are available to handle the dramatic increase in student referrals. School Safety Office is strong in providing support for schools and provides powerful inter-departmental connections. More mental health professionals/agencies are available for students in need We are seeing a decrease in the incidences of high-level behaviors PBIS is helping to decrease ISS and OSS referrals Schools are recognizing their needs with respect to PBIS and are requesting more resources and assistance. The majority of elementary students feel they have a trusted adult in the building who they can connect with to receive help.</p> <p>Challenges: It seems that students who have GA Pre-K experience are not experiencing transition difficulties than others who have not been in formal programs prior to kindergarten Secondary schools that are not implementing PBIS may have higher rates of ISS and OSS referrals code of conduct - definition of disrespect (consistency) Student attendance data Students missing school who are struggling to return are having anxiety/mental health issues—then they experience more anxiety when they miss more schools Student behavior referrals are much greater than students receiving tiered support for behavior as part of MTSS From Elem GSHS: Boys are not expressing they feel as secure/positive toward school as girls Mental health agencies in the schools are overwhelmed due to the number of referrals increased SAS referrals for kindergartners Overarching Themes from HS Empathy Questions. Correlation between Teacher and Student response: cultural/societal concerns</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>Students want more relevant instruction related to their experiences</p> <p>Title I schools may have a higher number of students receiving reading and/or math intervention than non Title I schools.</p> <p>Percentages of "tiered" allocation of students are around what they should be.</p> <p>Need to note that schools don't always implement with fidelity, may not have enough PD for teachers to implement, and there lacks a coherent system for monitoring. These factors may provide some reasons why some students are not moving out of tiered support.</p> <p>We are still inconsistent with documenting MTSS for behavior</p> <p>2023:</p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>● Small percentage of students said never to 'I like school' in the elementary setting (around 2%)</li> <li>● HS &amp; MS – some questions are different</li> <li>● 'I like school' - 6-12% - increase in negative outlook versus elementary</li> <li>● Social/Emotional screeners to help find specific needs in schools.</li> <li>● Signs of Suicide implemented at the schools.</li> <li>● SAS - Continuing to see referrals increasing – demonstrates a need for the mental health support</li> <li>● See a need to support students and teachers in acclimating to the return to a fully 'open' school year and what emotional supports are needed for this transition.</li> <li>● All schools have behavior support for different levels.</li> <li>● Currently 6 cohorts of PBIS schools, 5 implementing</li> <li>● 57% of FCS schools are implementing or trained with two schools going through training this year and currently 5 more scheduled for next year's training.</li> <li>● Last Year:</li> <li>● 93% of schools implementing fidelity with implementation of tier 1 which is a 10% increase from the previous year.</li> <li>● 100% of schools implementing tier 2 with fidelity</li> </ul>
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## Strengths and Challenges Based on Trends and Patterns

	<ul style="list-style-type: none"> <li>● 88% schools implementing PBIS had an overall reduction in major referrals &amp; also reducing OSS</li> <li>● Tier 1 focus – classrooms routines/structures support</li> <li>● Note – Only males have been expelled, no females</li> <li>● You have to have relationships with families and students to teach and coach back from referrals/tribunals</li> </ul> <p>Areas for Improvement:</p> <ul style="list-style-type: none"> <li>● Continued focus on classroom implementation</li> <li>● Continue to see referrals going down.</li> <li>● Train more schools in PBIS</li> <li>● The new data management system pulling the behavior information for analysis as well as academics</li> <li>● How are we continuing to streamline the information to make sure we have access to what we need to plan interventions for students?</li> <li>● Increase in tribunals this school year, Gateway at the highest number enrolled than they ever have had.</li> <li>● October is the highest referrals so far for the school year.</li> <li>● 8th &amp; 10th grade levels with higher referral numbers</li> <li>● Do all students feel connected to someone at their school?</li> <li>● As students progress through school towards 12th grade they tend to dislike school more and more.</li> <li>● Screeners to determine more specifically social/emotional needs within a specific school – would like this to align with the new data system.</li> <li>● Increase attendance through the building the positive school culture – Is there a connection to increased attendance and PBIS because of the focus on building the school environment through PBIS.</li> <li>● Attendance/tardiness of both adults and students.</li> <li>● What can we do in the building to check on students and invite them to be at school.</li> </ul>
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## Strengths and Challenges Based on Trends and Patterns

	<ul style="list-style-type: none"> <li>• How do we reach the families that need support proactively?</li> <li>• Jesse's house - 450 referrals made for mental health services JUST by our school social work team (not including counselor referrals from buildings). Included in these 450 are the 54 (and counting) referrals for financial assistance for MH services.</li> <li>• The importance of the relationship piece with adults and students. This time of year, the stress on adults in the building as positions for next year are determined and moves happen.</li> <li>• How do we emotionally support students while preparing for college readiness through AP classes and more rigorous academic content? Advising students and parents on what is best for the student both emotionally &amp; academically.</li> <li>• Transition services still very busy as the community grows due to events going on around the world and students come with individual needs based on the experiences they have had prior to their time here in FCS.</li> </ul> <p>IST/SST Data:</p> <ul style="list-style-type: none"> <li>• Typically you would expect to see more students in IST than SST, not always the case in our data.</li> <li>• Difference in percentage of number of students in IST/SST based on location in the district.</li> <li>• SST average percentage is 3-5%.</li> <li>• Math academic need in middle school based on Fast Bridge targeted screening data. Need to keep in mind this was the first year for targeted screening and schools were getting used to the process. Be more specific with what data determines who to screen at the middle school level and the process of meeting and looking at the larger amount of data to determine the next steps for support &amp; screening.</li> <li>• We have many resources to focus on Tier 1 needs and student progress (Schoolpace, iReady, Big 10/20)</li> <li>• The impact of attendance on academics. Share team is an MTSS process.</li> </ul>
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## Strengths and Challenges Based on Trends and Patterns

<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>special education and EL students continue to struggle to meet proficient in core content areas; Financial Efficiency - 5 Star District; Title I budget continues to max PPA to give more allocations to schools, highest number of eligible homeless students in 5 years; students in foster care is a growing population, AAA Band Rating, in 2022, Forsyth County became a minority majority school district</p>
<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>academic achievement of subgroup populations continues over time to be less than the greater population; Special Education and EL students are lowest performing subgroup populations and continue to cause schools and district to have red flags on CCRPI; instructional practices and data based decision making regarding meeting the academic and social and emotional needs of students is inconsistent across the district with teachers and leaders; elementary and middle school average CCRPI closing gaps scores were below the state average</p> <p>2021 GMAS results</p> <p>The majority of FCS students demonstrated proficiency in all subject areas, with the exception of American Literature.</p> <p>The average Lexile scores for all ELA EOG grade levels and American Literature were on or above the grade level stretch bands.</p> <p>EOG Science and Social Studies results showed increases in the Proficient achievement level, indicating less movement from the combination of levels 3 and 4 to levels 1 and 2.</p> <p>Strengths:</p> <p>English Language learners' graduation rate has gone from 49% ten years ago to 84% in 2022.</p> <p>Black students have seen grad rates improve over the last 10 years (from 80.6% to 96.2%)</p> <p>Economically disadvantaged students have seen grad rates improve over the last 10 years (from 66.1% to 91.2%)</p> <p>High overall graduation rate (2022 – 96%). Graduation rate has been trending above 93% since 2015.</p> <p>We demonstrated relatively high overall Math proficiency as compared to the state in Elementary school.</p> <p>Grades 3-5 have 65% proficient as compared to 39% proficient for the state</p> <p>Scores are lower in 2022 as compared to 2019, but gains are higher in math to signal a quicker recovery.</p> <p>FCS is above the state average when examining EOG and EOC content mastery</p>

## Strengths and Challenges Based on Trends and Patterns

	<p>American Lit (EOC) scores demonstrate a significant gain from 44% proficient to 69% proficient in 2022</p> <p>Science (EOC) scores demonstrate a significant gain from 48% proficient to 72% proficient in 2022</p> <p>ARP ESSER III Plan- recovered 430 high school credits; K-8 summer school increases in ELA and math June 2022 (board report September 2022) - continue plan</p> <p>Challenges: increasing the percentage of students demonstrating proficiency and using our previous levels of achievement to establish our new performance targets setting new baselines while addressing learning loss before returning to our typical levels of performance When examining the percent of students at the prof level of beginning Learner on Milestones: All - 12%, H - 28%, E.D. - 32%, E.L., 24%, S.W.D. - 34%</p> <p>Discrepancy between grad rate of the district at 96% as compared to ESOL at 84%.</p> <p>CCRPI lowest scores in schools with higher Hispanic populations</p> <p>Lexile stretch band Black – 54% Hispanic 43%</p> <p>Low levels of ELA proficiency for MV students as compared to the district</p> <ul style="list-style-type: none"> <li>● Elementary (19% for MV as compared to 62% at the district)</li> <li>● Middle (20% for MV as compared to 61% at the district)</li> <li>● High (30% for MV as compared to 67% at the district)</li> </ul> <p>Low levels of ELA proficiency for Migrant students as compared to the district</p> <ul style="list-style-type: none"> <li>● Elementary (25% as compared to 62% at the district)</li> <li>● Middle (20% as compared to 61% at the district)</li> </ul> <p>Approximately 38% of students were not proficient in ELA according to EOG GA Milestones Grades 3-5.</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>Although we outperformed the state, the percentage of students who scored proficient or higher on the EOC American Lit EOC was 69%. It should be noted, however, that scores during the pandemic were at 44% for 2021.</p> <p>Scores are lower in 2022 as compared to 2019 signaling that we are not yet back to pre-pandemic levels of proficiency. (e.g., Middles school EOG in 2019 was 75% proficient as compared to 61% in 2022.)</p> <p>Across the state, 28% of students take HS PS in 8th grade; however, 97% of FCS students take HS PS in 8th grade. We only have 122 students taking 8th grade science in the district and of those, the majority are identified as SWD or ELL.</p>
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## IDEA - Special Education

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

Strengths	<p>We have hired a Compliance Facilitator that has the primary job in ensuring that all of our teachers are compliant with all IDEA rules and regulations. This person will focus on ensuring compliance with CCEIS required documentation and submissions. They will also collaborate with GaDOE personnel to ensure fidelity to CCEIS plan. This person will send out multiple reports to Special Education Facilitators, Special Education Department Chairs, Administrators and Special Education Teachers to inform staff of any upcoming due dates and discipline records. This Compliance Facilitator will also manage budget, entrance and exit criteria, staffing training needs, parent engagement opportunities and collaboration with ESOL department to support the CCEIS plan. We continue to offer IEP training during preplanning to new special education teachers within our school district. This training is conducted and offered by the Special Education Director. This allows us time with all new teachers to review what the exceptions are for our school district. As a follow up, each Special Education Facilitator will check the first two IEPs that each teacher writes in their schools. This allows an opportunity for additional feedback and training. If additional support is needed, the Special Education Facilitator will continue to work with teachers throughout the year to improve their IEP writing skills. During this training, we will also discuss our new department initiative: I.D.E.A.S. We developed this initiative at the beginning of the 21-22 school year with the purpose of ensuring <i>thespecialin</i> special education.</p>
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## IDEA - Special Education

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Committees were formed to research and develop resources in the areas of **Intervention, Data, Eligibility, Accessibility, and Self-Advocacy**. Each committee was comprised of various staff members within our department. We are very excited about this work and have produced some amazing resources for teachers. The Intervention group has targeted early literacy by researching reading interventions, in conjunction with the districts work surrounding the Dyslexia legislation. We are prepared to offer additional resources in the area of phonics and phonemic awareness to our students struggling with early literacy, based on this work. The Data group focused on resources for writing appropriate goals and monitoring progress. We found some old but good tools to provide to our teachers, as well as developed some new guidance and rubrics for ensuring appropriate goals within our IEPs. The eligibility group developed resources for eligibility writing and guides that outline requirement for each eligibility area. This was a huge need for our facilitators who write eligibility reports in enhancing their understanding of each area. This will also help teachers to better understand the eligibility process and their role in that determination. The Accessibility group was tasked with surveying areas of need related to how our students are able to access the curriculum and unstructured times/areas within our schools. The team determined the need for additional communication techniques and created lanyards with Core Word pictures for all special education staff to wear when accessing a school building. The group also developed Core Word boards for playgrounds and gyms and cafeterias to increase communication between typical peers and staff and our students with alternate modes of communication. The Self-Advocacy group continued and expanded the work of ASPIRE, with a focus on high school student participation in IEP meetings. ASPIRE continues to provide students with tools to better understand their own learning style and needs, as well as enabling them to communicate those needs with teachers and other students.

We also have a Special Education Resources platform. This resource provides our procedures handbook, forms, resources for all the different areas of disabilities and several training videos. Our teachers access this resource multiple times a day to ensure correct procedures are being followed and they are using the correct forms in all documentation. The role of our Special Education Facilitators is critical to maintain general supervision to ensure we are following the rules and regulations of IDEA. They provide direct support to teachers and administrators in all areas to support special education programs in their schools. We also provide Board Certified Behavior Analysts (BCBA) to support ongoing functional behavior assessments and behavior intervention plans for the students that may have behaviors that are impacting their learning or the learning of others. We are also growing this support to

## IDEA - Special Education

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	<p>provide some highly trained paraprofessional to support students that have challenging behaviors. As our system continues to grow, we must look at different ways to support improved outcomes at each of our schools. The larger you grow as a system the more difficult this becomes and has a whole new level of challenges. We continue to look at ways to increase our trainings to be accessible in different styles to meet the needs of our teachers and students. We want to continue offering face-to-face training, but also to increase our ability to post online instruction that can be accessed at any time by our teachers.</p> <p>Forsyth County Schools is no longer disproportionate, thus indicating that these practices enabled better decisions regarding eligibility and student placement.</p>
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<b>Challenges</b>	<p>The data analyses conducted by the stakeholder teams reflected the same state identified barriers of : (1) Access to Effective Instruction for All Students; (2) Access To Positive School Climate; (3) Access to Specially Designed Instruction for Students with Disabilities. Within these barriers, teams were able to narrow down the areas of concern. When looking at the barrier of access to effective instruction for all students, each school highlighted the academic areas of weakness among all students within their building. Overall from our district level data, we still have work to do in the area of middle school mathematics. Teams discussed concerns about the high level of rigor in the mathematics standards along with the high level of expectations to support explanation of answers within their work. We continue to have some schools that have higher number of students reading below grade level which impacts their performance in all content subjects. As the teams reviewed the barrier of access to positive school climate, we had three of our middle schools identify data that was of concern in the area of increasing numbers of student bullying and harassment. In further discuss, teams addressed the climate concern impacting student attendance, low motivation and student self-esteem. This past year a number of our schools have been looking at this barrier and started implementing social-emotional learning instruction to address these areas of concern. As the teams reviewed the subgroup data for students with disabilities, they had discussion around access to specially designed instruction. Along with lack of specially designed instruction in some areas; schools also noted concerns about the level of differentiation, time constraints on working on the fundamentals that may take longer for SWD, and the limited access to extra help session before and after school hours. They also discussed the need to have vertical planning from elementary to middle and</p>
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## IDEA - Special Education

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	middle to high school to determine specially designed instruction that is appropriate at each level to ensure continued growth. While school teams voice their concerns about the lack of flexibility and variety of paths for students to pursue toward graduation, they did discuss ways they were addressing classroom schedules and graduation plans to ensure SWD had an opportunity to earn a general education diploma using the needed accommodations and supports for success.
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## Title I - Part A - Improving Academic Achievement of Disadvantaged

<b>Strengths</b>	<p>2019-2020 professional learning and technical assistance provided to staff and administrators of Title I schools (Growing Readers to address ELA/lexile levels, Trauma Sensitive Classrooms, Acceleration of Learning for students achievement below grade level) (slow) but continued growth of academic achievement of students in the Title I schools-all Title I schools higher math mastery than ELA (overall Math content mastery: Chatt: 84.95, Chestatee: 85.6, Cumming: 73.6, Little Mill: 84.7, Otwell: 89.7) closing the Gap at Cumming Elementary (100%) Title I schools continued growth in the area of math achievement (growth seen in non-Title I schools in the district too)</p> <p>2021:</p> <p>Elementary</p> <ul style="list-style-type: none"> <li>● 45.5% of students at T1 schools demonstrated proficiency in Math</li> <li>● 40.3% of students at T1 schools demonstrated proficiency in ELA</li> <li>● 36.8% of students at T1 schools demonstrated proficiency in Science</li> </ul> <p>Middle</p> <ul style="list-style-type: none"> <li>● 94.9% of students at T1 schools demonstrated proficiency in Algebra 1</li> <li>● 39.8% of students at T1 schools demonstrated proficiency in Math</li> <li>● 47.4% of students at T1 schools demonstrated proficiency in ELA</li> <li>● 42.6% of students at T1 schools demonstrated proficiency in Social Studies</li> <li>● 30.8% of students at T1 schools demonstrated proficiency in Physical Science</li> </ul> <p>2022:</p> <p>Elementary</p> <ul style="list-style-type: none"> <li>● 41.9% of students at T1 schools demonstrated proficiency in ELA</li> <li>● 48.5% of students at T1 schools demonstrated proficiency in Math</li> </ul>
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## Title I - Part A - Improving Academic Achievement of Disadvantaged

	<p>Middle</p> <ul style="list-style-type: none"> <li>● 41.4% of students at TI schools demonstrated proficiency in ELA</li> <li>● 44.5% of students at T1 schools demonstrated proficiency in Math</li> </ul>
Challenges	<p>2019-2020 lexile scores/literate readers by third grade in the Title I schools</p> <p>Homeless students lack access to technology and other resources needed for school success, need for mentoring and life coaching (significant increase in unaccompanied homeless youth in community 96 in FY20 and students report not knowing resources/life skills/future plans after high school) needed that is beyond the academic scope students with significant social and emotional needs and behavior that hinders learning Title I schools have lowest CCRPI scores in the district All Title I schools content mastery ELA is below math (overall ELA content mastery: Chatt: 84.6, Chestatee: 71.45, Cumming: 63.2, Little Mill: 72.5, Otwell: 80.1) 4/5 Title I schools' Closing Gaps points are below the state average; 3/5 are significantly below the state average (Chattahoochee: 18, Chestatee: 54, Little Mill: 31) ELA and Math achievement of Economically Disadvantaged students: large percentage in the Beginning and Developing stage on EOGs Chattahoochee: ELA ED: 62.5% Math ED: 64% Chestatee: ELA ED: 66% Math ED: 56% Cumming: ELA ED: 72% Math ED: 65% Little Mill: ELA ED: 65% Math ED: 59% Otwell: ELA ED: 60% Math ED: 54%<b>ED (2018-19 EOG)</b></p> <ul style="list-style-type: none"> <li>● 37.4% fewer economically disadvantaged students demonstrated proficiency in Math compared to non-economically disadvantaged students</li> <li>● 38.3% fewer economically disadvantaged students demonstrated proficiency in ELA compared to non-economically disadvantaged students</li> <li>● 41% fewer economically disadvantaged students demonstrated proficiency in Science compared to non-economically disadvantaged students</li> <li>● 40.7% fewer economically disadvantaged students demonstrated proficiency in Social Studies compared to non-economically disadvantaged students</li> </ul> <p>2021</p> <p>Middle school</p> <ul style="list-style-type: none"> <li>● T1 schools had 27.9% fewer students demonstrate proficiency in Algebra 1</li> <li>● T1 schools had 23.8% fewer students demonstrate proficiency in Math</li> <li>● T1 schools had 20.7% fewer students demonstrate proficiency in ELA</li> <li>● T1 schools had 18.1% fewer students demonstrate proficiency in Social Studies</li> <li>● T1 schools had 30.8% fewer students demonstrate proficiency in Physical Science</li> </ul> <p>elementary school</p> <ul style="list-style-type: none"> <li>● T1 schools had 26.3% fewer students demonstrate proficiency in Math</li> <li>● T1 schools had 23.9% fewer students demonstrate proficiency in ELA</li> <li>● T1 schools had 29.5% fewer students demonstrate proficiency in Science</li> </ul>



## Title I - Part A - Improving Academic Achievement of Disadvantaged

	<p>2022 EOG TI Elementary School</p> <ul style="list-style-type: none"> <li>● 48.5% of students at T1 schools demonstrated proficiency in Math</li> <li>● 41.9% of students at T1 schools demonstrated proficiency in ELA</li> </ul> <p>2022 EOG NON TI Elementary School</p> <ul style="list-style-type: none"> <li>● 73.7% of students at Non T1 schools demonstrated proficiency in Math</li> <li>● 64.9% of students at Non T1 schools demonstrated proficiency in ELA</li> </ul> <p>2022 EOG TI Middle School</p> <ul style="list-style-type: none"> <li>● 44.5% of students at T1 schools demonstrated proficiency in Math</li> <li>● 41.4% of students at T1 schools demonstrated proficiency in ELA</li> </ul> <p>2022 EOG NON TI Middle School</p> <ul style="list-style-type: none"> <li>● 69.7% of students at Non T1 schools demonstrated proficiency in Math</li> <li>● 65% of students at Non T1 schools demonstrated proficiency in ELA</li> </ul> <p>Equity Gap still exists in student achievement when comparing proficiency on EOG for Title I schools vs. Non Title I schools.</p>
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## Title I, Part A - Foster Care

Strengths	<p>There are numerous strengths of the foster care tutoring program. Students in foster care attending Forsyth County Public Schools are eligible for one-on-one tutoring in academic courses for which they demonstrate significant academic gaps or an inability to meet grade level expectations. There was a total of 7 students in foster care who received this tutoring during the 2022-2023 school year. Their progress is calculated below using a variety of measures. For students in elementary school, growth on individual standards are measured to quantify progress as well overall course averages in grades that provide this. Progress for students in middle and high school who received tutoring is measured by growth in their course averages.</p> <p>High School</p> <p>Three students in high school received tutoring through the program. One student received tutoring in both ELA and Math and two students only in Math. The student receiving tutoring in both increased her course average in ELA by 12 percentage points from baseline to end-of-year. The mean increase in Math course averages between the 3 students from baseline to end-of-year was an increase of 8 percentage points on their course averages.</p> <p>Middle School</p> <p>Two students in middle school received foster care tutoring during the first semester and one continued tutoring through the end of 2nd semester. Both received services in ELA and Math and one also received tutoring in Science.</p>
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## Title I, Part A - Foster Care

	<p>The mean growth in ELA course averages was 11 percentage points between pre-tutoring and post-tutoring grades. Both students course average declined in Math, with a mean decline of 9.5 percentage points on the course average from before tutoring began and when tutoring concluded. One of these students' course average appears to have been significantly impacted by the student failing to submit multiple assignments and submitting other assignments incomplete. The second student whose course average declined continued to struggle with mastering new content while working with the tutor but did raise her grade by 6 percentage points between her 1st and 2nd semester grades. The student who received tutoring in Science increased his course average by 7 percentage points.</p> <p>Elementary School</p> <p>Two students in elementary school participated in foster care tutoring during SY22-23. Both received tutoring support in ELA and one also received support in Math. These student's growth was measured by determining how many standards in which they scored a "1" at baseline (which indicates the student is performing "below standard") and demonstrated progress toward meeting that standard at end-of-year. The students' performances in ELA improved over the course of tutoring as demonstrated by a 23% decrease in 1's on their standard based report cards. Additionally, these students demonstrated a 7% increase in scores of "3" on individual standards which correlates to meeting grade level expectations over the course of tutoring. The student who received tutoring in Math did not demonstrate improvement in meeting each of her standards over the course of the year but was able to improve her overall course grade by 1 percentage point.</p>
Challenges	<p>Challenges of the tutoring program are few but noteworthy. The first and most prominent challenge is that this year specifically, some students who were eligible for tutoring through the foster care program were not able to receive the services in a timely manner due to a lack of tutors. The shortage of tutors did directly impact the services that were provided and potentially the growth that could have been made by the eligible students. Secondly, not all students receiving tutoring were invested in the process skewing data on progress. Lastly, some students receiving foster care tutoring exited the Foster Care program abruptly leaving the foster care program unable to measure growth for those students.</p>

## Title I, Part A - Parent and Family Engagement

Strengths	Family Friendly Schools initiatives at schools transition activities for students and families, especially to school (Leap into Literacy) Digital/social media resources for families parent input opportunities/parent advisory councils; access to TEAMS meetings for building capacity and information family engagement events; family engagement opportunities being offered in person and through social media (Facebook Live) and Teams for families who can participate that way
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Challenges	<p>lack of dedicated family engagement coordinator staff due to TI district allocation decreases</p> <p>lack of families participating in schoolwide capacity building events (attendance continues to be very low ever since shelter in place)</p> <p>due to perception/survey data, APTT has been discontinued in Title I elementary schools</p> <p>continued family engagement at the middle school level; providing training and materials to families at the middle school level for academic success (standards are so high many families have difficulty supporting learning at home)</p> <p>inconsistent family engagement strategies and practices across the district schools</p> <p>disengaged families</p> <p>communication with families who do not speak English (incidental languages especially); lack of family attendance during virtual events</p>
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	<p>instructional resources for students who are eligible for migrant education program</p> <p>transition services staff member who is bilingual and provided home visits (at varied times and days - even weekends-for families who work long hours) as</p> <p>PAC meetings individually for families who lack transportation and child care</p> <p>tutoring services offered during the school day for students who are eligible for migrant education program resulted Implementation Plans:</p> <p>2/2 High School migrant students met academic goals</p> <p>2/3 middle school migrant students met academic goals</p> <p>4/4 elementary migrant students met academic goals</p>
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**Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)**

<b>Challenges</b>	<p>FCS Migrant Education Program is challenged to find certified and qualified tutors for preschool aged children/tutors unwilling to tutor in homes; lack of space in Headstart program in county (waiting list)</p> <p>Students are lacking in skills and standards acquisition and have lower reading levels than their non migrant peers.</p> <p>English language proficiency of students and families is a challenge for students academic achievement in school and families ability to assist at home</p> <p>lack of English language proficiency of MS and HS students and its affects on grade level academic achievement</p> <p>budget constraints affected the number of tutoring hours per student, especially as recruitment efforts were successful and numbers of students increased</p> <p>1/3 middle school students did not meet IP goal</p> <p>accelerating the learning of migrant students to meet grade level expectations/increase academic achievement so migrant students meet IP expectations (MS and HS especially)</p> <p>Low levels of ELA proficiency for Migrant students as compared to the district</p> <ul style="list-style-type: none"> <li>● Elementary (25% as compared to 62% at the district)</li> <li>● Middle (20% as compared to 61% at the district)</li> </ul>
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**Title I, Part A and Title I, Part D - Neglected and Delinquent Children**

<b>Strengths</b>	<p>collaboration among school staff and neglected residential facilities staff (family engagement) and Title I A district staff</p> <p>providing students with academic tutoring and supplies to increase student achievement/close gaps -students typically arrive to residential facilities with failing courses/coursework</p> <p>transportation to school of origin in necessary (regardless of "reason" placed in facility-even court ordered students receive SOO transportation if necessary);</p> <p>local funds</p> <p>emphasis on learning and student academic achievement is cultural norm in facilities</p> <p>100% graduation rate</p>
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## Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Challenges	<p>students with significant academic needs (1 or more grade levels behind in current)</p> <p>transiency of program; students reside in varying lengths of time for services to make an impact and transiency in schools/multiple enrollments prior to being housed in neglected facility contributing to gaps in learning</p> <p>court ordered students only residing in facility for short length of time</p> <p>students with academic needs that also have experienced trauma which impacts ability and readiness to learn</p> <p>academic tutoring scheduling due to other required</p> <p>statistically, youth in foster care lose 1 semester of learning per "move"; student residing in facilities can be up to multiple years behind their peers in academic achievement</p>
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## Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY24 Title II, Part A funds."

Strengths	<p>Over the past several years, an exceptional <b>induction program for beginning educators</b> and those who are new to Forsyth County has been implemented and reviewed for improvement through collaboration of key leaders in Human Resources and Teaching and Learning. Teacher leaders designated as Induction Leaders in each school receive personalized support at the school and district levels to implement an effective school-based induction program. The district's induction program follows the Georgia Department of Education's Induction Guidance, ensuring that we meet the needs of each teacher to ensure student success by training leaders and preparing mentors in best practices of induction teacher support. As teachers approach their fourth year, we also assist them in the transition from the induction tier of their certificate into the professional tier. Our data show that teachers who have participated in our induction program are successful as only a very small number received less than a Proficient rating on their annual evaluation. Similar to systemic induction efforts for teachers, our Deputy Superintendent for Educational Leadership and the district's Leader Coach work collaboratively with Professional Learning and Teaching and Learning to effectively induct new leaders. Evidence-based <b>pipeline programs for succession planning</b> and sustainability are in place to grow and develop aspiring leaders (classroom to school and/or central office administration) and aspiring principals. Additionally, a successful job-embedded <b>induction program for new principals and assistant principals</b> continues to thrive. In addition to program evaluation with partnering agencies, the district tracks promotion of completers of these programs. We are also continuing our <b>Alternative Pathway for Teacher Certification (TAPP)</b>. Our program currently certifies teachers in the following high-needs areas: special education,</p>
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## Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: “100% transfer of FY24 Title II, Part A funds.”

	<p>CTAE, and secondary math and science. Candidates receive personalized support from their Candidate Support Team, and they participate in rigorous, job-embedded learning experiences to support candidate teaching and student learning. The TKES/LKES effectiveness system has given administrators invaluable information concerning a teacher's effective instruction. Any teacher who is identified as being anything less than proficient in a standard is given support in that area through professional development, online training modules, mentor/peer assistance, and more. Comparable to the approach used to develop school-based leaders for our induction program, the district also develops school-based teacher leaders for professional learning.</p> <p>The <b>Professional Learning Leaders</b> (PLLs) in each school receive intensive training and support to assist staff in setting annual Professional Learning Goals (PLGs), engaging in high-quality, ongoing, job-embedded professional learning through collaborative teams and Professional Learning Communities (PLCs), and tracking progress toward achieving PLGs in order to maintain professional certification. We believe this tactic contributes to the aforementioned proficiency ratings of teachers. We continue to provide opportunities for teachers to continually serve as leaders outside their classroom. In addition to offering the <b>Teacher Leader endorsement</b>, teachers are invited to share best practices at the district and state levels. They also have the opportunity to interview for the position of endorsement instructors, leading teachers in our endorsement courses (including our newly-approved ESOL and Online Teaching endorsements we offer as part of our EPP). In addition to supporting teachers, we are growing in our support of administrators. By offering professional learning opportunities for leaders, we intend to maximize the impact each leader can have within his or her scope of influence. At least one administrator at nearly every school has been trained in the Coaching Institute, giving teachers and leaders a common language for feedback and improvement. We will continue to provide our teachers with opportunities to learn and grow as well.</p>
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Challenges	<p>As the district continues to grow rapidly, the amount of induction level teachers is increasing, and the need for an effective induction program is at the forefront of our focus. Additional new teachers will yield a necessary expansion of our mentor trainings and opportunities. We face the challenge of understanding the importance of personalized support while balancing the volume of new educators in our schools and meeting the PL needs of individual schools in our district. As a new provider for a TAPP program, we are in the beginning stages of data collection and reflection. We will continue to collect the data, surveys, and information needed to guide our program. We are also challenged to continue recruiting during the time when the state of Georgia is also experiencing a teacher shortage. The majority of our district</p>
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## Title II, Part A - Supporting Effective Instruction

**If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: “100% transfer of FY24 Title II, Part A funds.”**

	<p>teaching staff is between 5-9 years.</p> <p>Professional capacity in diverse learners and how to meet their needs continues to be a growth area for teachers. A growth area for principals continues to be evaluation of staff (assessment) and district staff continue to focus on recruitment/retention of employees, especially retention in Title I schools which continues to be an equity goal.</p> <p>Monitoring and measuring the impact of professional learning continues to be an area of need for the district as a whole.</p> <p>Finally, school-based and district Professional Learning Leaders continue to struggle with measuring impact of professional learning efforts. Through our continued development of PLLs to drive practice as well as theories of change/action and logic models when designing adult learning, we are optimistic that all professional learning in our district will be high-quality, effective, and impactful.</p>
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## Language Instruction for English Learners and Immigrant Students

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

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

<b>Strengths</b>	<ul style="list-style-type: none"> <li>● Annual Exit Rates have increased from 12% (FY19) to 14% (FY20) to 17% (FY21) while the state has remained below 10%.</li> <li>● Increased average Total CPL growth from .27 (FY21) to .32 (FY22)</li> <li>● 11 schools made gains greater than .5 during the pandemic, 1 school made more than 1 year's growth in same time</li> <li>● Reading growth remains consistent and positive (only 5 schools show negative growth while 9 show more than a year's growth)</li> </ul> <p>Title III</p> <p>79 students in grades 4, 6, and 9 were tutored in during the 21-22 school year-student progress in acquiring English was measured by the SOLOM - average student progress in all domains on the SOLOM (for a composite score) was a .41</p> <p>Professional Learning/Instructional Coaching provided by EL instructional</p>
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## Language Instruction for English Learners and Immigrant Students

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

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

	<p>coaches: SIOP strategies and Newcomer Support for teachers and leaders (perception data very positive regarding change in teacher practice, beliefs, and increased knowledge)</p> <p>Summer 2021-8 students accrued initial credit toward graduation (that were lacking in credits in order to graduate in their 4 year cohort)</p> <p>professional learning support for ESOL tutors</p> <p>family engagement English and literacy program - successful implementation on two campuses in 22-23 school year</p>
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Challenges	<ul style="list-style-type: none"> <li>• Nearly <math>\frac{1}{4}</math> of our ESOL students are LTELs (5+ years in same system as EL)</li> <li>• Approximately 50% of our ELs are at Beginning Level in ELA (EOG and EOC), approximately 30% for Math</li> <li>• Little to no growth in Speaking across district with 25 schools showing a decline while only 5 schools showed declining growth in Overall CPL</li> <li>• MS and HS has overall negative growth</li> <li>• lowest performing subgroup</li> </ul> <p>Title III</p> <p>Impact of professional learning - revising the framework of the EL instructional coaches role for increased impact on instructional practices that are implemented in the classroom and monitoring</p> <p>recruiting more ESOL endorsed tutors to increase number of students (levels 1 and 2) being served during the school year</p>
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## Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	<p>The Homeless Education Program partners with school staff, non-profits, and community stakeholders to close the academic gap among homeless children and youth. The MV Program provides tutoring for academically at risk MV/UHY students to help them meet with academic success through a one-on-one tutoring program K- 12. Elementary MV students who participated tutoring decreased their does not meet standards 28% points in Math between October and May, and 4% points in their grade averages in ELA (English Language Arts). Middle School MV students grew 12 academic points</p>
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## Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

	<p>in 6th Grade Math, 23 points in 7th Grade Math, and 13 points in 8th Grade math from the beginning of tutoring through the end of May; and 15 points in 6th Grade ELA, 12 points in 7th Grade ELA, and 12 points in 8th Grade in ELA; the 6th Grade MV cohort of MV students grew 19 points; in 7th Grade, the cohort decreased 3 points in Science, (but grew 10 grade points in 7th Grade from the time of the referral), and 14 points in 8th Grade Science. Finally, the MV Middle School Cohort grew 18 points in Social Studies in 6th Grade, 22 points in 7th Grade Social Studies, and 15 points in 8th Grade Social Studies. Overall, MV students who participated in the MV Tutoring Program made academic gains on the Georgia Milestones and on district progress monitoring tools.</p> <p>To support the wrap-around and unique needs of MV/UHY high school students, the MV Program utilized ARP EHCY Funds to support a full time MV Resiliency Coach in grades 6-8, and a part-time Student Success/Parent Resiliency Coach Community Youth Liaison. This position provided life coaching, and access to wrap-around supports/referrals in the community and helped high school seniors access post-secondary options.</p> <p>Due to an increase in the number of Unaccompanied Homeless Youth and high school homeless youth, the The goal is to ensure there are not barriers to full participation, offer life-coaching sessions, assist with wrap-around needs, offer course fee assistance, discuss academic progress/tutoring needs. Students have the MV Team members work cell numbers so that they can them re: needs and/or concerns between visits.</p> <p>The MV Program partners with local non-profits and stakeholders to connect MV/UHY students and their families with housing resource lists, job resource contacts, community resources, food, clothing, and other needs. MV Team members ensure that barriers to full participation are removed and students had access to wrap-around supports as well as academic support.</p>
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Challenges	<p>Academic Intervention: The academic gap between homeless children and youth and their peers continues to exist. Our LEA (Local Education Agency) uses the majority of grant and set-aside funds to provide academic learning support to homeless children and youth.</p> <p>Unfortunately, the high school cohort data is inconclusive due to too-small and inconsistent student participation. The MV Program continues to work to find ways to meet the academic gaps through virtual as well as face-to-face MV Tutoring for core academic courses, and to support student success in the SAT/ACT as MV students pursue higher education.</p> <p>The MV Program has identified barriers to high school tutoring and is addressing this in multiple ways:</p> <p>Student barriers including student work schedules and transportation barriers. Work with tutors to provide flexible days/hours in MV tutoring.</p> <p>Ensure MV students have access to technology to access a virtual one-on-one MV tutoring session by highly qualified staff.</p> <p>Gap in Qualified Tutors/Lack of student time: There is a gap in finding highly qualified high school tutors for before/after school high school tutoring. The</p>
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## Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

	Federal Programs team began recruiting teachers as they retired and continues to work with Human Resources to recruit and retain highly qualified McKinney Vento Tutors.
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## Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY24 Title IV, Part A funds."

Strengths	<p>Spanish readers/ARC resources for academic achievement and growth in DLI (approved ESOL model) classrooms resulted in increased reading ability/reading levels of students</p> <p>AP course fees covered for students needing assistance</p> <p>successful implementation of reading and math interventions for continued academic growth and achievement gap closing</p> <p>mental health groups to address concerns in schools</p> <p>PBIS professional learning for teachers at schools beginning to implement schoolwide PBIS (for climate rating and behavioral needs) resulted in decreased behavior incidences in schools implementing PBIS</p> <p>TONI-non-verbal gifted assessment has resulted in an increased number of EL students being identified for gifted eligibility</p>
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Challenges	<p>continued development of partnerships with community agencies to assist with Title IV Part A activities/action items</p> <p>continued need for mental health groups/individual services for students, especially after schools were affected by suicides; finding enough licensed professionals to provide mental health services and parent permission</p>
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## Title I,Part A - Equitable Access to Effective Educators

Strengths	<p>Each school's administrative team knows the strengths and weaknesses of their teaching staff and understands the methodologies and teaching strategies that match the needs of each student, student placement from year to year is individualized to meet the need of each student. This individual attention assures that no student is taught by an inexperienced, ineffective teacher two years in a row. In addition, our support teachers (EIP/Title I/ESOL/Special Education) that provide instruction to the most academically at risk students are highly effective, experienced teachers. Also, highly effective teachers are</p>
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## Title I, Part A - Equitable Access to Effective Educators

	utilized in both regular and remedial instructional time (instruction extension, ESY, and summer school). District office positions are dedicated to recruitment efforts and Teaching and Learning/School Leaders are focused on retention of staff by means of emphasis and school improvement efforts on all aspects of school climate, teacher wellness/mindfulness, and professional learning.
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Challenges	continued recruitment of diverse highly effective teachers in specific high needs and/or special areas/certifications majority of teaching staff is in years 5-9, fewer experienced staff at 15 years + statewide teacher shortage retention of teachers at Title I schools continues to be a challenge
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## Title V, Part B - Rural Education

Strengths	our district is not eligible for Rural Education/Title V
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Challenges	our district is not eligible for Rural Education/Title V
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

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

##### Overarching Need # 1

Overarching Need	increase student achievement in core content areas
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	providing effective evidenced based interventions; providing effective instruction especially to subgroups; closing the achievement gap with subgroups and at risk for failure students
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##### Overarching Need # 2

Overarching Need	increase school climate rating in all FCS schools by reducing behavior incidents, encouraging family engagement and addressing mental health concerns
How severe is the need?	Low
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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## Overarching Need # 3

Overarching Need	continued recruitment of high quality candidates with external partners and retention of high quality educators by providing effective professional learning
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.3 Root Cause Analysis

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

##### Overarching Need - increase student achievement in core content areas

##### Root Cause # 1

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

Additional Responses	
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##### Root Cause # 2

Root Causes to be Addressed	students experiencing the effects of trauma (covid-19, poverty, foster care, transiency, homelessness, violence, mental health) due to various familial situations is a barrier to student achievement
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program

## Root Cause # 2

Impacted Programs	Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :
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Additional Responses	
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## Root Cause # 3

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

Additional Responses	
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## Root Cause # 4

Root Causes to be Addressed	lack of effective usage of formative assessments to use data based decision making to plan instruction for general and subgroup populations
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

## Root Cause # 4

Impacted Programs	Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :
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Additional Responses	
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## Root Cause # 5

Root Causes to be Addressed	instructional decisions not based upon data regarding fidelity and purpose of intervention programs
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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## Root Cause # 6

Root Causes to be Addressed	inconsistent instructional expectations for teaching and learning in all FCS classrooms across the district in all tiers of instruction
This is a root cause and not a contributing cause or symptom	Yes



## Root Cause # 6

This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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**Overarching Need - increase school climate rating in all FCS schools by reducing behavior incidents, encouraging family engagement and addressing mental health concerns**

## Root Cause # 1

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

Additional Responses	
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## Root Cause # 2

Root Causes to be Addressed	lack of knowledge of effective and evidenced based authentic family engagement strategies and implementation
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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## Root Cause # 3

Root Causes to be Addressed	continued growth in minority populations across district schools making schools majority the minority populations and teachers lacking knowledge in working with diverse populations
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	highly diverse schools with little or lack of knowledge of cultural norms of all families
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## Root Cause # 4

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

Additional Responses	
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**Overarching Need - continued recruitment of high quality candidates with external partners and retention of high quality educators by providing effective professional learning**

## Root Cause # 1

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

Additional Responses	lack of professional learning for leaders on recruitment and hiring
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## Root Cause # 2

Root Causes to be Addressed	inconsistent measurement of effectiveness of staff professional learning
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	not prioritized; no district expectations
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## Root Cause # 3

Root Causes to be Addressed	high number of vacancies due to teacher and leader retirements and resignations and educator shortage in state
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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# District Improvement Plan 2023 - 2024



**Forsyth County**

## DISTRICT IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

District	Forsyth County
Team Lead	Amy Chang
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:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

### 3. DISTRICT IMPROVEMENT GOALS

#### 3.1 Overarching Need # 1

##### Overarching Need

Overarching Need as identified in CNA Section 3.2	increase student achievement in core content areas
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	inconsistent instructional expectations for teaching and learning in all FCS classrooms across the district in all tiers of instruction
Root Cause # 2	instructional decisions not based upon data regarding fidelity and purpose of intervention programs
Root Cause # 3	lack of effective usage of formative assessments to use data based decision making to plan instruction for general and subgroup populations
Root Cause # 4	low English proficiency levels of EL students
Root Cause # 5	professional capacity of educators that teach at risk students
Root Cause # 6	students experiencing the effects of trauma (covid-19, poverty, foster care, transiency, homelessness, violence, mental health) due to various familial situations is a barrier to student achievement
Goal	During the 2023-2024 school year, Forsyth County Schools will increase the achievement score within the Closing Gaps component of the CCRPI by meeting the 3% target established in the baseline school year for each grade level band.

##### Equity Gap

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



## Equity Gap

Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-7 Provide equitable access to student support programs and interventions

## Action Step # 1

Action Step	Provide academic tutoring for students who are identified as Migrant and are priority for service based on academic data
Funding Sources	Title I, Part C
Subgroups	Migrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	tutoring logs; communication with certified tutors
Method for Monitoring Effectiveness	formative and summative assessments; GMAS; pre and post academic assessments; report card grades
Position/Role Responsible	Title I Part C Director and certified tutors
Evidence Based Indicator	Promising

Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	Yes
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## Action Step # 1

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

Action Step	Academic Tutoring and Extended Learning Opportunities (during, after school and/or summer tutoring with educational relevant supplies) who are eligible/identified through a multiple criteria or priority for service as needing additional support to achieve grade level standards/close learning gaps or recover/accrue credit for graduation
Funding Sources	Title I, Part A Title I, Part C McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	extended learning opportunities proposals, tutoring logs
Method for Monitoring Effectiveness	pre and post data (formative and summative data), GMAS for after school
Position/Role Responsible	Title I school staff, Title I Director, Title IV Director, Migrant Director, Foster Care Point of Contact, Homeless Education Liaison
Evidence Based Indicator	Promising

Timeline for Implementation	Yearly
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## Action Step # 2

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

Action Step	Employ a Foster Care Point of Contact and Homeless Education Liaison to support the academic achievement of students in foster care or are identified as homeless
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	time and effort calendars
Method for Monitoring Effectiveness	academic achievement of students in foster care
Position/Role Responsible	Director of Federal Programs, Foster Care Point of Contact, Homeless Education Liaison; Director of Student Support Services
Evidence Based Indicator	Demonstrate a Rationale

## Action Step # 3

Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## Action Step # 4

Action Step	Implement ST Math intervention for eligible students in Tiers II or III in 6th and 7th Grade
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	monitoring fidelity/student usage in ST math platform
Method for Monitoring Effectiveness	progress monitoring, GMAS - Math, intervention specific assessments
Position/Role Responsible	SST coordinators at schools; math curriculum specialist in Teaching and Learning

## Action Step # 4

Evidence Based Indicator	Demonstrate a Rationale
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Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## Action Step # 5

Action Step	Implement Reading Plus for eligible students in Tiers II or III in grades 2-12th.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	IST/SST coordinators schedule of interventions; monitoring student usage data for fidelity in Reading Plus platform

## Action Step # 5

Method for Monitoring Effectiveness	GMAS-Reading, progress monitoring of effectiveness with program assessments
Position/Role Responsible	SST coordinators, MTSS intervention specialist
Evidence Based Indicator	Demonstrate a Rationale

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)?

## Action Step # 6

Action Step	Provide schools implementing Dual Language Immersion (DLI-as an approved ESOL model) programs with leveled readers in elementary DLI Classrooms
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

## Action Step # 6

Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	DLI observations
Method for Monitoring Effectiveness	IRLA reading level assessments
Position/Role Responsible	DLI teachers, DLI school administrators, World Language Content Specialist
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Weekly

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)?	Marie Bouteillon
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## Action Step # 7

Action Step	Employ Title I teachers to provide supplemental instruction or reduced class size (using supplies, technology, and evidenced based/highly effective instructional strategies and/or interventions as defined in each school's School Improvement Plan) in core content areas in Title I schools
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged

## Action Step # 7

Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	monthly calendars, TKES observations
Method for Monitoring Effectiveness	academic achievement data
Position/Role Responsible	Title I school teachers and administrators, Title I Director
Evidence Based Indicator	Demonstrate a Rationale

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)?

## Action Step # 8

Action Step	Small Group/Individual Tutoring (English language acquisition in core content areas) for EL and/or immigrant students in grades 3-12 who have been identified as Level 1 or 2 students from a combination of ACCESS Scores and/or WIDA screener
Funding Sources	Title III, Part A
Subgroups	Economically Disadvantaged Foster



## Action Step # 8

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	monitoring monthly lesson plans/tutoring logs
Method for Monitoring Effectiveness	ACCESS scores, language acquisition measures
Position/Role Responsible	Director of Federal Programs, certified tutors
Evidence Based Indicator	Promising

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)?	
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## Action Step # 9

Action Step	Special Education Department will obtain and provide professional learning for interventions to address deficits in academic and social/emotional skills.
Funding Sources	IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Program progress monitoring
Method for Monitoring Effectiveness	Progress Monitoring of IEP objectives
Position/Role Responsible	Special Education Case Manager
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

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)?

## Action Step # 10

Action Step	supplemental instructional resources/web subscriptions for tutors/teachers to utilize with EL students
Funding Sources	Title III, Part A
Subgroups	English Learners
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Progress monitoring of student usage by school along with PD sessions being offered from District ESOL Coaches
Method for Monitoring Effectiveness	Monthly meetings with ESOL District Coaches and Title III Director to review usage reports and PD descriptions for alignment to evidence based descriptions
Position/Role Responsible	Director of Title III, District ESOL Coaches
Evidence Based Indicator	Demonstrate a Rationale

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)?

## Action Step # 11

## Action Step # 11

Action Step	Implement the TONI assessment to assist in identifying students whose first language is not English for gifted education to close the identification and equity gap in gifted education.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	district gifted coordinator windows for testing and monitoring
Method for Monitoring Effectiveness	evaluating the number of students identified from the alternate assessment TONI
Position/Role Responsible	Gifted testing coordinators at schools and district gifted testing coordinator
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GAGC – Georgia Assoc for Gifted Children
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## Action Step # 12

Action Step	Support economically disadvantaged students in accruing AP credit in high school courses by paying for AP exam fees
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority
Systems	Coherent Instruction Family and Community Engagement
Method for Monitoring Implementation	AP exam coordinators list of eligible applicants-submit to Director of Federal Programs
Method for Monitoring Effectiveness	passage rate
Position/Role Responsible	AP exam coordinator, Director of Secondary Education, Director of Federal Programs
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation      Yearly

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)?

## Action Step # 13

Action Step	To implement systems that ensure compliance with eligibility criteria for all subgroups and address language acquisition needs of students identified as requiring intervention
Funding Sources	IDEA
Subgroups	English Learners Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Continued CCEIS Plan submitted in portal
Method for Monitoring Effectiveness	Significant Disproportionality Risk Ratio
Position/Role Responsible	Special Education Director, Assistant Directors, facilitators, psychologists
Evidence Based Indicator	Promising

Timeline for Implementation Weekly

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

#### 3.2 Overarching Need # 2

##### Overarching Need

Overarching Need as identified in CNA Section 3.2	increase school climate rating in all FCS schools by reducing behavior incidents, encouraging family engagement and addressing mental health concerns
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	continued growth in minority populations across district schools making schools majority the minority populations and teachers lacking knowledge in working with diverse populations
Root Cause # 2	lack of capacity of educators to work with students who have mental health concerns
Root Cause # 3	lack of educator capacity in trauma sensitive approaches to teaching
Root Cause # 4	lack of knowledge of effective and evidenced based authentic family engagement strategies and implementation
Goal	During the 2023-2024 school year, 12% of the schools in FCS will increase their school climate rating and 48% will maintain 5 stars as reported on the CCRPI.

##### Action Step # 1

Action Step	implementing building parent/family capacity events (academic and English language acquisition) with needed supplies for family engagement at home or to remove barriers to participation
Funding Sources	Title I, Part A Title I, Part C Title III, Part A McKinney-Vento
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	attendance data of events
Method for Monitoring Effectiveness	assessment of compact goals/skills, assessment of focus skills

## Action Step # 1

Position/Role Responsible	Federal Programs Director; Title I administrators, FEC at Title I school, District FEC
Evidence Based Indicator	Demonstrate a Rationale

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)?	Forsyth County Public Library
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## Action Step # 2

Action Step	mental health coaching groups/individuals students with a certified therapist to work on specific targeted mental health skills/concerns (Tier 2/3)
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment



## Action Step # 2

Method for Monitoring Implementation	attendance of weekly sessions, scheduled collaborative sessions
Method for Monitoring Effectiveness	GA Student Health Survey; perception surveys
Position/Role Responsible	district mental health coordinator; Director of Federal Programs
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Center on PBIS (Positive Behavioral Interventions and Supports) National Center for School Mental Health America Council for School Social Work
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## Action Step # 3

Action Step	employ student success mentoring program that focuses on life skills needed to for success after graduation for homeless students
Funding Sources	McKinney-Vento
Subgroups	Economically Disadvantaged Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

## Action Step # 3

Systems	Supportive Learning Environment
Method for Monitoring Implementation	attendance from meetings/sessions; time and effort of success coaches
Method for Monitoring Effectiveness	survey data; post graduation data
Position/Role Responsible	Director of Federal Programs
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Weekly

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)?

## Action Step # 4

Action Step	Increase consultation opportunities, services and resources to eligible private and homeschool students.
Funding Sources	IDEA
Subgroups	Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Proportionate Share Coach will conduct and document consultation activities, parent trainings and technology usage reports

## Action Step # 4

Method for Monitoring Effectiveness	number of proportionate share students served, consultation participation data
Position/Role Responsible	Proportionate Share Coach
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Weekly

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)?

## Action Step # 5

Action Step	To Ensure communication with families is delivered in the home language by providing Interpreting services for IEPs, phone calls, letters
Funding Sources	IDEA
Subgroups	English Learners Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Requisitions from contract companies delivering interpretation services
Method for Monitoring Effectiveness	Parent Survey results, parent participation data from IEP meetings

## Action Step # 5

Position/Role Responsible	Special Education facilitators, department chairs, case managers
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

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

Action Step	To enhance the learner experience in our GNETS program by increasing elective options and additional therapeutic services. Increase for GNETs \$806,390, which includes an additional position for electives
Funding Sources	IDEA
Subgroups	Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Hiring additional PE teacher for GNETS program, contractual evidence for various therapies
Method for Monitoring Effectiveness	GNETS behavioral data, student progress data
Position/Role Responsible	GNETS staff

## Action Step # 6

Evidence Based Indicator	Demonstrate a Rationale
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Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## 3. DISTRICT IMPROVEMENT GOALS

## 3.3 Overarching Need # 3

## Overarching Need

Overarching Need as identified in CNA Section 3.2	continued recruitment of high quality candidates with external partners and retention of high quality educators by providing effective professional learning
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	high number of vacancies due to teacher and leader retirements and resignations and educator shortage in state
Root Cause # 2	inconsistent hiring practices across district schools
Root Cause # 3	inconsistent measurement of effectiveness of staff professional learning
Goal	FCS will partner with higher education institutions and metro professional organizations to aggressively recruit high quality and diverse candidates for employment while continuing to develop FCS staff to retain high quality employees.

## Equity Gap

Equity Gap	Teacher Retention
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Content Area(s)	ELA Mathematics Science Social Studies Other :
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority

## Equity Gap

Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions
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## Action Step # 1

Action Step	Employ District ESOL instructional coaches and a newcomer instructional coach that will provide targeted and individualized support to teachers and schools for assurance of effective EL instruction in FCS classrooms to improve language acquisition and student achievement.
Funding Sources	Title II, Part A Title III, Part A
Subgroups	English Learners
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	ESOL coaches will provide evidence of professional learning sessions (observations and presentations) and monthly calendars for time and effort
Method for Monitoring Effectiveness	survey feedback from professional learning sessions, formative and summative student assessments, ACCESS
Position/Role Responsible	Director of Federal Programs; District ESOL coaches
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	Yes
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## Action Step # 1

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

Action Step	Employ Leadership Coaches to meet with newly hired educational leaders in the district, develop and implement professional learning/capacity building in leadership development, and professional learning for recruitment of leaders (aspiring for leadership positions) in district
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	coach's log/schedule and progress monitoring of coach
Method for Monitoring Effectiveness	perception data of participants and evaluators, LKES summative results
Position/Role Responsible	Deputy Superintendent and Leader Coach
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Others : on going throughout the school year
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## Action Step # 2

Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## Action Step # 3

Action Step	Leadership Development with professional development materials/contracted services for New Administrators, current Administrators, or aspiring leaders
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	participation in the institute and summit, SIP implementation and progress toward school improvement goals, Participation in monthly sessions, Completion of required assignments and practicums
Method for Monitoring Effectiveness	program evaluation by partner, LKES summative results, perception data, Program Evaluation by partner, Perception data from participants, Candidate selection and promotion data tracked over years of implementation
Position/Role Responsible	Deputy Superintendent for Educational Leadership, Leader Coach, Director of Professional Learning, and Designated Administrators in Teaching and Learning
Evidence Based Indicator	Demonstrate a Rationale

## Action Step # 3

Timeline for Implementation	Others : Fall 2019
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## Action Step # 4

Action Step	School-based Professional Learning Communities training/development to continue to implement PLCS and usage of subscriptions for professional learning
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	attendance; logs from professional learning leaders (school based and/or district); usage of subscriptions
Method for Monitoring Effectiveness	TKES and LKES Summative Results indicating % of staff who make progress toward annual PLG (Professional Learning Goal)
Position/Role Responsible	Professional Learning Team and Human Resources Department
Evidence Based Indicator	Demonstrate a Rationale

## Action Step # 4

Timeline for Implementation	Others : during school year
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## Action Step # 5

Action Step	Instructional Coaching (job embedded professional learning) and PD for instructional coaching
Funding Sources	Title II, Part A IDEA
Subgroups	N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Participation in monthly sessions for school-based instructional coaches, Progress monitoring through perception and observation data
Method for Monitoring Effectiveness	Partnering with Instructional Coaching Group to obtain tool for evaluating coaches, TKES Summative Results to track changes and improvements in TAPS ratings
Position/Role Responsible	Teaching & Learning District Leaders
Evidence Based Indicator	Demonstrate a Rationale

## Action Step # 5

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

Action Step	Continue to support the retention of effective teachers and leaders through all Professional Learning/Development opportunities for Teachers, Leaders, and Instructional Support Staff to enhance deeper content knowledge and effective planning for instruction and assessment, MTSS, and equitable educational practices, cultivating communities of learners, inclusive practices, community collaboration, student engagement, SIOP/instructional strategies for ELs and diverse learners, highly effective/evidenced based instructional strategies/interventions, effective behavior management strategies, trauma/poverty sensitive classrooms and effective use of assessments through job embedded professional learning (substitutes)
Funding Sources	Title I, Part A Title II, Part A Title III, Part A IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

## Action Step # 6

Subgroups	Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	professional learning re-delivery document and verification documentation of professional learning, stipends for mentors, human resources monitoring retention
Method for Monitoring Effectiveness	TKES Summative Results, Student Achievement Results, analysis of attrition data, TKES, induction attendance records
Position/Role Responsible	Teaching & Learning District Leaders, Title I school staff and administrators, Forsyth Teacher Academy Coordinator HR Talent Coordinator Professional Qualifications Specialist
Evidence Based Indicator	Demonstrate a Rationale

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)?

## Action Step # 7

Action Step	Provide substitutes for new school PBIS teams implementing PBIS for professional development/planning and PBIS professional development opportunities
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	dates and times for professional learning
Method for Monitoring Effectiveness	SWIS data from PBIS
Position/Role Responsible	PBIS District Coordinator, Federal Programs Director
Evidence Based Indicator	Demonstrate a Rationale

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)?	Metro RESA
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## Action Step # 8

Action Step	Instructional Coaches, Facilitators, Behavior Specialist & AT support staff will provide ongoing support and professional learning to teachers.
Funding Sources	IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Monthly check on work assignments
Method for Monitoring Effectiveness	Teacher Evaluations
Position/Role Responsible	Special Education Director
Evidence Based Indicator	Demonstrate a Rationale

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)?

## Action Step # 9

Action Step	Alternative Preparation Certification PQ Specialist to assist with recruitment and implement related professional learning
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	specialist time and effort documentation, # of enrollments in program, schedules
Method for Monitoring Effectiveness	perception data, TKES data, edTPA passing scores, completion data
Position/Role Responsible	Title IIA Director, Alternative Prep. Coord. PQ Specialist
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Weekly

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)?



## Action Step # 10

Action Step	Continue Induction program for beginning teachers and teachers new to Forsyth County.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	induction leaders at each school submit perception data each semester; induction leadership team meetings (district)
Method for Monitoring Effectiveness	analysis of attrition data, school based induction plans, induction attendance records, TKES Data
Position/Role Responsible	Forsyth Teacher Academy Coordinator Professional Qualifications Specialist school principals
Evidence Based Indicator	Demonstrate a Rationale

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 # 11

Action Step	Continue comprehensive recruitment and retention plan which includes recruitment state and local fairs, media outreach efforts, career advancement, virtual recruitment methods, providing needed coursework (Exceptional Child/Intro to Reading) for certification, supplements for teachers/staff attending recruitment fairs/efforts, and content fields added to certification by GACE assessment reimbursements
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	human resources personnel data collection
Method for Monitoring Effectiveness	data tracking and recruitment efforts, analysis of job fair data/attendance, demographic/ethnicity tracking
Position/Role Responsible	Human Resources Talent Coordinator
Evidence Based Indicator	NA

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

## Action Step # 11

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

Action Step	Continue Forsyth Teacher Academy as an alternative certification and professional learning program offered for prospective teachers of critical needs fields (with candidate mentors and supervisors)
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	human resources data collection
Method for Monitoring Effectiveness	principal perception data, TKES data, edTPA pass scores, program completion data
Position/Role Responsible	Forsyth Teacher Academy Coordinator, Professional Qualifications Specialist
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Weekly
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## Action Step # 12

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## Action Step # 13

Action Step	employ a Community Engagement Specialist to provide schools with professional learning related to, understanding and meeting the needs of growing diverse population in school system
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	time and effort documentation, minutes and professional learning presentations
Method for Monitoring Effectiveness	professional learning surveys, climate surveys (CCRPI), perception surveys
Position/Role Responsible	Community Engagement Specialist, Teaching and Learning, Communications and Leadership Departments
Evidence Based Indicator	Demonstrate a Rationale

## Action Step # 13

Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## Action Step # 14

Action Step	Monitor the effective implementation of speech/language services to eligible students amid significant staff shortages of certified pathologists
Funding Sources	IDEA
Subgroups	Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	SLP schedules, progress notes, communication between Lead SLP and contracted employees,
Method for Monitoring Effectiveness	eligibility and exit data, Lead SLP evaluation, Professional learning data
Position/Role Responsible	Lead SLP
Evidence Based Indicator	Demonstrate a Rationale

## Action Step # 14

Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## 4. REQUIRED QUESTIONS

### 4.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

#### Required Questions

#### Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>Forsyth County Schools regularly conducts collaborative meetings to ensure ongoing and continuous coordination of services, supports, partnerships, and transition services for students served across federal programs. The Associate Superintendent of Teaching and Learning hosts monthly (sometimes bi-monthly) Director Meetings which is a time to share services and program information for students and staff across the district by department. Leader Talk webinars are hosted for school administrators to communicate information, coordinate for, and request input on services for eligible students.</p> <p>Each spring, the Federal Programs Director hosts the Comprehensive Needs Assessment committee meetings. Invited stakeholders (which include district and school administrators, teachers, paraprofessionals, parents/families, partner agencies, federal program staff, private school administrators, and students) are all asked to review district data and make decisions in order to prioritize needed action steps in order to serve the students who benefit from federal programs. When designing action steps, Forsyth County Schools coordinates across federal programs in order to effectively and efficiently serve students with action steps funded by the grants.</p> <p>Federal Programs staff regularly engages district and school administrators and teachers in federal programs technical assistance meetings. The Federal Programs Director monitors mid-year and end of year evaluations of the district improvement plan and Title I school improvement plans and approves revisions as necessary and needed due to shifts in student needs. A mid-year stakeholder meeting is conducted in order to inform stakeholders of the progress of the current year's CLIP and ask for input as part of the continuous communication and ongoing participation process. Google docs are utilized to provide timely communication of procedures, budget balances, and evaluations of federal programs.</p>
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#### Serving Low Income and Minority Children

Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> <li>1. ineffective teachers</li> <li>2. out-of-field teachers</li> <li>3. inexperienced teachers</li> </ol> <p>(Please specifically address all three variables)</p>	<p>Every effort is made in Forsyth County Schools to ensure that all students including low-income and minority children are taught by highly qualified, experienced, and effective teachers.</p> <ol style="list-style-type: none"> <li>1. Principals are entrusted and responsible for making determinations on the qualifications and skills of their individual teachers. For that reason, principals are our main resource in determining whether or not a teacher is an effective teacher. It is the principal's responsibility to match the best teacher with a particular group of children. Extensive professional learning is offered to any teacher who may not be effective, and efforts are made to either help the teacher improve or counsel them into another assignment.</li> <li>2. Very few out-of-field teachers are employed by our system. In the rare case when a teacher is out-of-field, it is most often in a school that does not serve our Title I population.</li> <li>3. Hiring teachers who are new to the profession is something that large systems like ours do simply because we hire so many teachers. However, our results show that these "new" teachers may be inexperienced, but they are not ineffective. Principals in our schools make conscious decisions to schedule children in classes where they will succeed. These decisions include making sure no low-income or minority child has an inexperienced teacher more often than any other child.</li> </ol>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p>	<p>The Forsyth County Board of Education has set forth in policy its commitment to high quality professional learning in alignment with the core values of the school system and the district's vision. To build sustained capacity for strong performance, the district intentionally orchestrates the work of educators to remain focused on collaboratively improving the learning of students. The ultimate goal of professional learning is to improve student learning; however, the more immediate goal is improved educator knowledge, skills, attitudes, and aspirations that transfer to classroom practices. In Forsyth County Schools, professional learning is defined as the means by which teachers, administrators, and other school and system employees acquire, enhance or refine the knowledge, skills, and dispositions necessary to create and support high levels of learning for all students. The district embraces standards of highly effective professional learning that lead to effective teaching practices, supportive leadership, and improved student results. The seven standards include the following: learning communities, leadership, resources, data, learning designs, implementation, and outcomes.</p> <p>All personnel are afforded ongoing learning opportunities in order to update skills and gain new understanding to improve job performance and, ultimately, the education of students. Certified educators are required to set a Professional</p>
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Professional Growth Systems

	<p>Learning Goal(s) and create a plan that involves continuous, job-embedded experiences occurring within a professional learning community. Educators are responsible for maintaining sufficient documentation that validates progress toward goal(s). Participating in professional growth opportunities to support student learning is not only a professional responsibility but also an expectation.</p> <p>High performing systems ground professional learning within an improvement cycle that ties professional learning to student learning. The district adheres to requirements in Georgia's Systems of Continuous Improvement and conducts an annual Comprehensive Needs Assessment and accompanying District Improvement Plan. The district's internal Strategic Plan and Continuous Improvement Process, which involves both school and district improvement plans, drive the focus of professional learning options for staff based on current need. The district uses multiple measures of data to identify student needs and professional learning for staff that will address those needs. Multiple data measures can include student achievement, TKES and LKES summative results, anecdotal, and perception from surveys and feedback. To build requisite leadership capacity for those who design and/or facilitate professional learning, the district invests in leadership development with state and national partners. This investment supports the professional growth of our school-based Professional Learning Leaders (PLLs), instructional coaches, and leaders who are solving specific problems of practice (PoP). As we move toward sound evidence-based approach, leaders use best practices for designing and monitoring professional learning including theories of change and logic models. This approach allows us to focus on specific outcomes and define progress monitoring tools that allow us to collect data and adjust plans accordingly.</p>
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PQ – Intent to Waive Certification

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

### 4.2 PQ, Federally Identified Schools, CTAE, Discipline

#### Required Questions

#### PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> <li>1. for all teachers (except Special Education service areas in alignment with the student's IEP), or</li> <li>2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).</li> </ol> <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Forsyth County Schools intends to utilize the certification waiver for all content fields and grade levels. All professional staff must hold a clearance certificate from the PSC. (Forsyth County Schools waives certification under State Board Rule – Strategic Waivers (160-5-1-.33))</p>
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#### PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>Forsyth County Schools utilized state certification waiver for all teachers (except Special Education for service) in all areas and grade level bands. Educators who hold a bachelor's degree, or individuals entering the final year of a GaPSC approved initial teacher preparation program will meet the professional qualifications in all fields where this is the minimum degree requirement for PSC certification. Educators who have not less than two years of relevant experience in a Career, Technical, and Agricultural (CTAE) field will meet the professional qualifications for all relevant fields in Forsyth County Schools.</p>
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State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>Each school in Forsyth County Schools is responsible for conducting a needs assessment and developing a School Improvement plan. Schools prioritize their needs and write improvement goals that have explicit actions and intended outcomes identified. Professional Development is an integral part of this process so school administrators will also complete a plan to submit with their SIP. Also included in this plan is identifying how the district office can support each school's staff in implementing the plan for improvement. All schools are allotted staff members based on calculations of a formula which includes student body information (total number, free and reduced lunch percentage, special self contained classes, etc). Support Staff are allotted to schools to assist with high need populations. Early Intervention Program support staff are allotted to elementary schools using a formula which includes the school's free and reduced percentage to ensure that school's with a higher rate of economically disadvantaged students have additional support to maintain high achievement. ESOL teachers are allotted to schools using a formula which is based on the school's number of active ESOL students. Special Education teachers are allotted using population numbers in each school as well however some schools who have self contained classes, such as Autism, Mild/Moderate Intellectual Disability, etc, may have additional staff to meet the unique needs of that population of students.</p> <p>The elementary, secondary and federal program Directors in the Teaching and Learning Department provide differentiated support to all schools while maintaining a focus on district vision and expectations for teaching and learning. If any schools are identified as CSI/TSI or a state identified school, a support director will be immediately identified to assist the school in an intense school improvement process that is supported by prioritized set aside funds. The support director will be responsible for assisting the school in the comprehensive needs assessment process and development of the school improvement plan as well as aligning the budget (given with prioritized funds) with evidenced based interventions that will have the greatest positive impact on student achievement. The support director will monitor the progress of school's plan.</p> <p>Title IIA funds will continue to be allocated to support schools that may require assistance with specific professional learning needs and/or reimbursement for necessary GACE content tests.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment</p>	<p>Forsyth County CTAE went through a review process of the current CLNA with our community stakeholders. This process used a variety of ways to analyze our program, including surveys, focus groups, listening sessions, advisory council, and large community meetings. Our most recent Federal Perkins plan is focusing on developing a career guidance framework for all grade levels, monitoring program improvement through an internal monitoring process, and growing partnerships with in-demand industries in</p>
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CTAE Coordination

<p>important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>our economic development region. As we focus on career development, this is a K-12 initiative with exploring pathway alignment and resources available to meet BRIDGE Bill requirements and support experiential learning experiences. Our main goal is to increase active participation in career pathways which happens through marketing and student/parent education. We want to ensure students understand the benefits of CTAE opportunities available to them in secondary and post-secondary educational settings. Through our comprehensive plan known as Workforce Forsyth, the district has a strategy in place that assists with planning and making decisions around growth, sustainment, and opportunities for change. Specifically, we focus on academics, work-based learning, and the employment pipeline to make decisions and guide our educational work. Through CTAE state and internal program reviews (CTAE Excellence Reviews), Cognia accreditation, advisory councils, school GAPPs reviews, and local school improvement plans, CTAE programs are often evaluated. The programs receive overall excellent reviews with a few suggestions of on-going improvement. All CTAE teachers meet throughout each school year to review and revise methods of improving student achievement. CTAE teachers also participate in Georgia Department of Education professional development and local professional development to incorporate Georgia standards with current practices in the classroom. Local professional development is also delivered and teacher-led throughout the school year with pathway planning days. Professional learning communities involving all teachers assist with reviewing strategies for increased rigor, contextual learning, higher-order thinking skills, and focus on incorporating math/ELA/science standards into the classroom. Schools also implement GeorgiaBEST soft skills lessons in CTAE courses to prepare students for real world and workplace expectations. Improving student achievement on EOPA/Credentials of Value is also a vital part of professional development which includes comparing course standards with assessment blueprints. With work-based learning a big part of this process, our district employs career development coordinators who manage and promote our student internship program and job shadowing programs. Work-based learning also includes industry tours, guest speaking, and other ways for students to interact with local industry. Because of this work, the district offers defined and nationally recognized career pathways in all 17 of Georgia's career clusters. Not a one-sized approach to offerings, the district carefully considers student voice and choice, labor market statistics, and feeder patterns to determine the robust offerings available to them in elementary, middle, and high school. All CTAE courses promote integrated academics with Math, Science, and ELA and many pathways are designed around cohort scheduling. The focus of all CTAE pathways is on high-wage, high-demand career pathway opportunities for students which allow students to choose a defined program of study, complete the pathway, and graduate with an industry credential. Upon pathway completion, students are able to complete work-based learning experiences, job shadowing experiences, and many opportunities for interaction with local industry through other CTAE initiatives. FCS is also currently involved in a high school improvement process that is encouraging school and community leaders to look closely at how to better integrate academic and career-related</p>
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CTAE Coordination

	options for students through the career academy model. All eight high schools in our district have defined a unique plan to make relationships among students more connected with trusted adults and to keep the look/feel of our schools smaller so that these relationships can be developed.
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	<p>All Forsyth County Schools must follow the procedures for preventing behavior/discipline concerns in our school buildings. Student Support Services implements social/emotional health training for all administrators. These supports are put in place as prevention methods in dealing with behaviors before they occur. All administrators are also trained in the Progressive Discipline Procedures and the Chronic Behavior Plans as well as provided a chart outlining behaviors and district ranges of consequences. If behavior issues arise with students, the school's first follow the Progress Discipline Procedures and if behavior persists, a Chronic Behavior Plan is introduced. Before a student may be Out of School Suspended, the school must follow both previous plans and keep documentation of implementation when applicable. Serious discipline incidences may require immediate OSS as well as possible long-term suspension.</p> <p>The School Safety Department monitors documented behavior referrals frequently to ensure that no schools, especially Title I schools, are overusing discipline practices that remove students from the classroom. In addition, all students suspended beyond 10 school days must be approved through the Chief Operations Officer.</p> <p>Consistent data analysis by FCSS School Safety and Student Support indicated a need to begin PBIS implementation. Forsyth County Schools currently has 28 PBIS schools and more will be added each year. Each school that has implemented PBIS has a PBIS leadership team that meets monthly to discuss current status of the data, practices and supports to have better outcomes for students, staff, and families. The PBIS District Coordinator has quarterly PBIS School Coaches meetings, conducts school walk-throughs, and team meetings in each PBIS school to give feedback and suggestions on how to improve implementation.</p> <p>Currently, FCS is exceeding the state target to decrease the percentage of SWD who are removed from their school or placements for disciplinary reasons. We have worked extremely hard over the past five years to bring down our suspension risk percentage. The following is a list of the activities conducted to decrease the percentage of SWD removed from school:</p> <ul style="list-style-type: none"> <li>• Several professional learning activities and coaching with building level administrators to ensure their knowledge of disciplinary rules and regulations for SWD.</li> <li>• Frequent collaboration with our board attorneys and the FCSS Special Education Department to develop guidelines when disciplining SWD.</li> </ul>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	<ul style="list-style-type: none"> <li>● Monthly, our special education facilitators monitor OSS for our students. Once a student begins to experience several discipline infractions, the special education facilitators work closely with student case managers and building administrators to be proactive and update FBA/BIP for the student.</li> <li>● Online and face to face professional learning is provided to teachers in the development of FBA/BIP implementation for students.</li> <li>● FCSs has multiple Board-Certified Behavior Analysts that work to develop behavior support plans to assist schools toward providing excellent support for SWDs.</li> <li>● The Special Education Department relocated to the same building as the Department of School Safety at the end of the 2021-22 school year and share an excellent relationship and partnership to provide consistent support to all students.</li> </ul>
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## 4. REQUIRED QUESTIONS

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

#### Required Questions

#### Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>Title I schools engage their students and families in transition activities from preschool/home to elementary, elementary to middle, and middle to high school. Title I staff collaborate with graduation coaches and counselors to conduct transition presentations and visits to new schools (if possible) and engage the families in capacity building for the next grade/school. Transition activities occur in the spring and during the summer months.</p> <p>Within the special education department, we have a Transition Coordinator that works closely with our staff and families to ensure effective transitions at all levels. We provide families and teachers a transition timeline to follow each grade level in prepare SWD for postsecondary options. We collaborate with vocational rehabilitation, local businesses, colleges, vocational programs and additional community supports to ensure are students have what then need for success. We also have transition assessments that are given annually starting in high school to help student identify their interests, skills and career options. Mentors that are assigned to at risk students are encouraged to continue to mentor students even when they transition to new schools. This helps with the continuity of the positive adult relationship that the student has with the mentor and the mentor is able to assist the student if needed in a successful transition.</p> <p>Student Support Services staff (counselors, school psychologists, social workers, graduation coaches) all collaborate with middle and high schools to offer support and ensure implementation of transition activities. Each school conducts their own transition activities, such as parent informational nights/weekend events and school visits for rising 6th and 9th graders, in order to prepare students and their families for the expectations of the next grade/school. The Student Support Services Department is currently working on a Framework of expected implementation that will focus transition activities on the following:</p> <ul style="list-style-type: none"> <li>-self awareness, self management, responsible decision-making, social awareness, relationship skills, digital citizenship, mental health resources, financial literacy, MTSS, communication skills, career guidance, balanced lifestyle, parent and family engagement</li> </ul> <p>High School Counselors are required to meet with students to discuss post secondary options and provide them with needed support to pursue their desired paths.</p> <p>MV students are encouraged to go on college and technical school campus visits. Grant funds pay for an annual college visit with the Homeless Education Liaison (HEL). Colleges and universities throughout the state of Georgia have McKinney-Vento like points of contact. The HEL connects students with these points of contact to receive assistance. Students are informed about the option of Dual Enrollment so that they can accrue college credit coursework</p>
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## Middle and High School Transition Plans

	while still in high school. FCS currently has an MOA with Lanier Technical College to ensure collaboration and successful transitions for students who are interested in attending.
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## Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.	<p>Forsyth County Schools (FCS) has a Memorandum of Agreement with Ninth District Opportunity Head Start for the provision of preschool services at Cumming Elementary and the Family Center in Cumming. Parent involvement programs and activities are coordinated with Ninth District Opportunity. Parent Engagement Training Sessions for parents of students attending Ninth District Opportunity Head Start and Georgia Pre-K classes in the district are provided as well as resources for parents to work on reading and math literacy skills. Sessions are offered throughout the academic year to promote school readiness for Title I eligible students and preschool English Learners. Elementary Schools hosts tours or step-up days for prekindergarten classes each spring so rising kindergarten students can visit classrooms. District Title I personnel are engaged in an early learning leadership group called Leap into Literacy that will focus on building parent capacity with these aged children in the district. The collaborative group is comprised of district staff, library personnel, and medical professionals. This leadership group hosts collaborative input meetings and community led parent and family engagement best practices. The intended outcome is kindergarten readiness and an improved transition process into formal public school.</p> <p>The special education department works closely with our local Babies Can't Wait coordinators and local preschool programs to ensure a smooth transition for our preschool SWD entering FCS. We have several SLPs and special education teachers that go into the local preschool programs to provide services for SWD. We have two preschool evaluation teams that run full-time to assess students for special education eligibility. We also provide professional learning to the local preschool programs to help them identify students that may have a disability, and what steps they would need to take to support the student.</p>
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## Title I, Part A - Targeted Assisted Schools Description



Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p>	<p>For the 2023-2024 school year, Forsyth County Schools will have 0 targeted assistance schools.</p> <p>Student eligibility for Title I services at each school is based on evidence showing academic need in core academic content areas. Data from the most recent state and local academic assessments as well as evidence of classroom academic achievement is used to identify academically at-risk students. All three of the Title I schools and the district office work with Owl Education to collect data from the student information system and teacher surveys to develop a multiple criteria checklist to identify academically at-risk students even if the schools are implementing a schoolwide program. This would be the same process if an additional targeted assistance school was added.</p> <p>Additionally, if a child's parents request supplemental instructional services in writing, the child is placed higher in the prioritized list.</p> <p>Forsyth County makes use of the web-based data collection called TINA (Title I Needs Assessment by Owl Education) for compiling data for multiple criteria sheets. An "At-Risk Worksheet" for the appropriate grade level and content area(s) of weakness is compiled. Data from multiple sources (including data on eligible migrant students) is used to rank in priority order students most -academically at-risk. Sources include results of state academic assessments, and universal screening data, attendance rate, retention or placement in a grade level, teacher or parent recommendation, and other academic program/district data. This multiple criteria is used to rank order students in all core subject areas. In targeted assistance schools, all students are rank ordered and every student ranked highest on the multiple criteria is served. If new students enroll in Title I targeted assistance schools, a hand written TINA form is conducted and the student is "written in" to the rank order wherever the points lie. If he/she falls within the rank order, the student will be served appropriately. This rank order process is the same process FCS Title I schools use for rank ordering and serving eligible students for summer school/extended learning opportunities. The Federal Program Director monitors the multiple criteria from each school and compares student rosters for specific Targeted Assistance programs to ensure that the most academically at risk students are the ones being served.</p> <p>Students who are identified as homeless and are not attending a Title I school are evaluated for eligibility in supplemental programs such as the Early Intervention Program (EIP), before-after school programs, and/or additional tutoring. Consultation among the Homeless Liaison, families, administrators at the school, and the EIP teacher/and or counselors determine if remediation/acceleration services are necessary and, if so, the student will receive supplemental services and/or tutoring.</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>In Forsyth County, all three of the Title I schools are school wide schools: Chattahoochee Elementary, Cumming Elementary, and Otwell Middle School. The purpose of the Title I Schoolwide Programs is to provide remediation for needed foundational skills and to accelerate the progress of students not currently mastering the objectives of the state academic standards in core academic content areas that have been identified as an instructional need for the at-risk students sometimes with an integration of social emotional health competency needs as well. ELA and Math will be the content areas serviced in Title I schools during the 2023-2024 school year by supplemental instruction and some schools will utilized reduced class size in specific grade levels. These subject areas were identified as areas needing improvement by both district and school level Comprehensive Needs Assessments. Students receive supplemental, intensive instruction using evidenced based interventions and strategies in core content areas from a highly qualified Title I teacher on the skills necessary to master grade level objectives. At the elementary level, models of instruction include reduced class size, inclusion, small groups within a general education classroom, and pull-out. The use of pull-out is minimized to provide for more core content instructional time in the regular classroom. At the middle school level, models of instruction include reduced class size, small groups within a content area classroom or an additional segment in a smaller group for support. Core content instruction is provided based on the specific needs (standards or skills) of the students as identified through ongoing and periodic assessments and progress monitoring. Many of the students have limited English-speaking abilities and need the additional direct instruction. The students are receiving an additional period of English language arts by attending during a connections period. The elementary and middle schoolwide programs have identified a need for teachers to have a more intensive knowledge of reading and math content, particularly focusing on the needs of ELs, economically disadvantaged, and students with disabilities. Supplemental instruction and instructional materials including academic programs/technology/software/ for small group or individual tutoring for identified at risk students during the school day as well as before after school or Saturday school. Summer break extended learning programs are available for eligible students who need to continue learning over the summer to reinforce skills in order to achieve grade level standards. Transportation is provided for Title I extended learning opportunities. Each Title I program has personnel who specifically work with the most academically at-risk students. All Title I programs designate a person to serve as a lead teacher. The role of this lead teacher (who receives a supplement) is to maintain accurate data on each Title I student to ensure progress is occurring. This designee also works with the parent involvement program and provides professional learning opportunities for the teachers of Title I students. Title I schools can employ a Family Engagement Coordinator whose salary is paid for with Title I funds. Family Engagement activities are offered at various times during the day and throughout the school year at the Title I schools. Each school schedules its own parent involvement programs and follows the guidelines set by the Title I requirements, the school-wide and district parent and family engagement policy. Forsyth County has two</p>
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Title I, Part A – Instructional Programs

	<p>24-hour care homes for girls and boys who attend Forsyth County Schools. Title I Neglected set aside funds are used to support the educational needs of the school-age residents by providing individual or small group tutoring as needed and supplies needed to support their academic needs. District Title I staff and the facility directors meet periodically to discuss family engagement, budget, assessed needs of the residents, and instructional plans. Title I funds are also used to provide Title I teachers/admin with professional learning opportunities by employed coaches, teacher leaders, administrators or contracted service providers. Results of the CNA process indicated a need for PD in: family engagement, teaching diverse students, effective teaching strategies for at risk learners.</p>
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## 4. REQUIRED QUESTIONS

### 4.4 Title I Part C

#### Required Questions

#### Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate): description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart; description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p>	<p>Forsyth County Schools has a centralized registration process and does not register students at schools. All students/families complete the Occupational Survey during registration and then at the beginning of every school year in the welcome back to school packet of information located in IC and/or during Open House at school at each school level. All surveys are sent to Ms. Norma Malone at the Transition Center which is part of the Registration Department. Ms. Norma Malone, FCS Transition Specialist, reviews all Occupational Surveys. Forsyth County Schools will follow up on any potential occupational surveys and partner with state recruiter for additional support to contact the families and complete the COE.</p> <p>Specialized employees fluent in Spanish in student registration check on student records, including health records, for incoming and departing students. They share student records with the new school systems of former Forsyth students. The Forsyth Migrant contact updates records for incoming and departing Migrant students in MSIX as needed.</p>
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#### Title I, Part C – Migrant Supplemental Support Services

<ol style="list-style-type: none"> <li>1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).</li> <li>2. Direct-funded LEAs describe:</li> <li>3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer.</li> <li>4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification</li> </ol>	<p>Forsyth County Schools employs certified tutors for all title programs. Potential tutors complete an application and are interviewed prior to hiring. Tutors are trained on effective instructional ESOL, Math, and ELA strategies. The Migrant contact conducts regular observations and provides feedback on effective tutoring strategies. The district has tutors for elementary-school, Middle- and high-school aged Migrant children are tutored primarily at the school. The Migrant contact coordinates these services in conjunction with each child's counselor and the teachers and/or administrators.</p> <p>The Forsyth registration center has a Spanish-speaking transition specialist who in conjunction with the Migrant contact conducts home visits three-four times during the school year. The transition specialist and the Migrant contact are both in constant communication with all Migrant families and support them with any needs they have (academic, health, community services, help</p>
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Title I, Part C – Migrant Supplemental Support Services

<p><b>of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.</b></p>	<p>with paperwork, etc.) and meets with them as individual PAC meetings. The transition specialist regularly communicates with migrant parents of preschool aged students to evaluate and address their school readiness needs. The transition specialist and the Migrant contact stay in regular communication with any drop-outs and out-of-school youths to encourage them to continue their education. The district uses the OSY profile form to assess and address the specific needs of OSY and dropouts. All Migrant families are strongly encouraged to participate in outreach events to encourage literacy and participation in title outreach events.</p>
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## 4. REQUIRED QUESTIONS

### 4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.</b>          What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?          Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity</p>	<p>Goal 1: Grad Rate          Current Data for Forsyth County Schools:          % SWD who are a regular high school diploma = 80.72%          % SWD who dropout = 9.64%          % of SWD who are transition-age student who have coordinated and measurable IEP goals = NA          % of SWD who transition to higher education or employed = 96.7%          FCS is focused on increasing the number of SWD graduating with regular diplomas and transitioning to post-secondary education/training and/or employment within their career interest by increasing awareness of teacher, student and parent resources and effective transition planning. The following professional learning and action steps have been put into place for the 2023-24 school year:          At this time, FCSS is still working to increase the percentage SWD who earn a regular high school diploma. We are also providing professional learning in a variety of topics and programs to increase our % of SWD who earn a regular high school diploma. The following professional learning and action steps have been put into place:          ? Staff attends Transition and Assistive Technology for SWD conferences and redeliver information to teachers or shares webinars with teachers.          · Using researched based programs to remediate math and reading skills. The data from these programs are reviewed quarterly by the special education instructional coaches.          · Provide training on data analysis to identify students who are reading two or more years below grade level.          · Provide training on SIMs (Kansas Strategies) to increase academic strategies for SWD to become independent learners.          · Provide Drop Out Prevention interventions to encourage students to set goals and find relevancy of the HS diploma and their post-secondary goals.          · Utilize professional learning coaches to support instructional programming.          · Develop early intervention success plans as well as positive behavior supports when needed for students who are at risk for failure. Provide professional development for academic and behavior supports. This also includes providing Dialectical Behavior Therapy to several specialized instructional classes.          · Maximize and explore resources to connect students to jobs, alternative education, online education and vocational classes.          ? Collaborate with Student Supports, Guidance and Counseling and CTAE staff to provide career awareness and exploration activities using You Science results to better support transition planning goals and action steps.</p>
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IDEA Performance Goals:

	<p>Provide individual training to teachers regarding Bridge Bill, You Science and Transition Planning Resources to all 8th– 12thgrade IRR and SDI Teachers.</p> <p>? Increase opportunities for students to participate in business tours, leadership activities and college tours through the partnership with High School High Tech and CTI. · Transition Coordinator Attends and Participates in State Steering Committee and Planning regarding Transition Planning and Outcomes.</p> <p>Attend conferences about dropout interventions and transition development.</p> <p>· Transition Coordinator collaborates with Vocational Rehabilitation, Transition Service Providers and local businesses on transition programs geared to increase student employment and vocational training opportunities.</p> <p>· Continue to host Transition Workshops for Parents of SWD.</p> <p>? Provide informational handouts at 7thand 8thgrade IEP meetings for students and parents as they begin the transition planning process.</p> <p>· Continue the ASPIRE Project for K- 7thgrades and self-advocacy and transition planning initiatives for 8th– 12thgrade students.</p> <p>· Transition Coordinator provides accessible website of resources that encourages families to explore services of outside transition agencies, colleges and other adult living supports.</p> <p>· Monthly to Bimonthly meetings with Vocational Rehabilitation to discuss community services and needs and facilitate meetings between teachers/departments and VR to review student specific cases.</p> <p>· Inviting Vocational Rehabilitation to CTI meetings as more services are explored including Pre-ETS.</p> <p>· Connecting Vocational Rehabilitation to School Counselors and 504 Liaisons.</p> <p>Inviting VR to speak with 504 administrators once a year.</p> <p>· Inviting outside transition agencies to speak or share information at Parent Summits twice a year.</p> <p>Forsyth County Cycle of Monitoring</p> <p>In order to facilitate a process of continuous compliance and program monitoring, Forsyth County implements compliance and program area checks, done by the following personnel</p> <p>? Data and State Reporting Specialist: on-going data monitoring</p> <p>? IEP Compliance Facilitator: Weekly reports to each school regarding compliance</p> <p>? Special Education Compliance Coordinator: on-going correspondence with GADoe and local leaders to ensure policies and procedures are in compliance with state mandates and local requirements.</p> <p>Any discrepancy, mistake, or incompleteness noted in any of the above compliance checks may be communicated to the Team members and will be monitored by the school facilitator and compliance facilitator until it is resolved. Discrepancies, mistakes, or incompleteness will be reported and monitored in the following order:</p> <p>School Facilitator</p> <p>? Special Education Coordinator/Compliance Coordinator</p>
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IDEA Performance Goals:

		ALL STAFF	FAC/SEA Team	NEW FAC/MENTOR	FAC/AD	NEW FAC/SEA TEAM	IDEAS GROUPS	DEPT CHAIR
		Tuesday	Tuesday	Friday	Tuesday	Friday	Tuesday	Tuesday
		9:30-12:30	9:30-12:00	11:30-1:00	9:30-12:00	11:30-1:00	8:00-12:30	8:00-5:00
August	8/8/2023	8/15/2023	8/18/2023	8/22/2023	8/25/2023	8/29/2023		
September	9/12/2023	no meeting room available	no meeting room available	9/19/2023	9/22/2023	Fall Break	9/5/2023	
October	10/10/2023	10/3/2023	10/13/2023	10/17/2023	10/20/2023	10/24/2023		
November	11/14/2023	no meeting room available	no meeting room available	no meeting room available	11/17/2023	11/28/2023	11/7/2023	
December	12/12/2023	12/5/2023	no meeting room available	12/19/2023	12/15/2023	Christmas Break		
January	1/9/2024	no meeting room available	1/12/2024	1/23/2024	1/19/2024	1/30/2024	1/16/2024	
February	2/13/2024	2/6/2024	2/2/2024	2/20/2024	2/9/2024	2/27/2024		
March	3/12/2024	no meeting room available	3/8/2024	3/19/2024	3/22/2024	3/26/2024	3/5/2024	
April	4/9/2024	4/16/2024	4/12/2024	4/23/2024	4/19/2024	4/30/2024		
May	5/14/2024	5/7/2024	5/3/2024	5/21/2024	5/17/2024	5/28/2024		
	&darr;	&darr;	&darr;	&darr;	&darr;	&darr;		
	All Room 200	All Room 200	All Room 154	All Room 200 unless	All Room 154 unless	All Room 200	All Room 200	
				noted otherwise	noted otherwise		Elementary 8:00-11:00 a.m.	
							Secondary 12:00-3:00 p.m.	
? Special Education Assistant Director ? Special Education Director In order to provide supervision over instructional programs and initiatives, the Special								



IDEA Performance Goals:

	<p>Education Director leads the following meetings each month. During each meeting, the department initiatives (IDEAS) are reviewed and data teams share progress and any procedural updates, program findings and success stories from implementation. Currently, the data teams are reviewing and addressing any gaps in the following areas across the district Interventions, Data, Eligibility, Accessibility, and Student Self-Advocacy. Each group is tasked with determining needs within those domains across the district and presenting to each of the following groups those needs and the plan to address them. The department has change its structure in order to provide increased opportunities for monitoring effectiveness by designating Program Area Coordinators who will be charged with providing Professional Learning specific to specialized instruction unique to each program area</p>
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<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities.</b>  What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?  Include:LEA proceduresServices that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings</p>	<p>Pre K  Current Data for Forsyth County Schools:  % of young SWD in regular Early Childhood Program = 30.75%, which is an increase from last school year.  Preschool Outcomes = Met State Targets  % who have IEP developed and implemented by 3rd birthday = 100%  At this time, FCSS has 30.75% of our young children with disabilities spend time in regular early childhood programs with typically developing peers. We continue to work to increase this percentage by implementing the following:</p> <ul style="list-style-type: none"> <li>· RTI procedures will be implemented for preschool students in natural environments including public and private preschools and daycares.</li> <li>· Observations conducted and behavioral strategies will be provided.</li> </ul> <p>Procedures for data collection will be shared, and targeted interventions applied in that setting.</p> <ul style="list-style-type: none"> <li>· If services are warranted, placement options may include community based and home services up to 2 hours per week. Collaborative model (teacher and SLP) available for early learning and speech language development.</li> <li>· Workshops provided to childcare providers on making appropriate pre-school referrals and public school services.</li> <li>· Community based preschool teachers have increased to support community public and private preschool programs that maintain and educate SWD.</li> <li>· Training provided for kindergarten teachers &amp; special education teachers to prepare for inclusion of preschool SWD moving into kindergarten focusing on adapting curriculum and behavior support.</li> </ul> <p>? Implemented a new preschool program with higher rates of typical peer interaction in order to increase exposure and provide services in a regular preschool environment.</p> <p>At this time, FCSS is exceeding the state target to increase student achievement in outcomes 1-3, however we continue to strive to increase our percentage of young children who reach functioning within age expectations in the area of appropriate behaviors. Our teachers use a variety of methods to monitor</p>
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IDEA Performance Goals:

	<p>student progress. Additionally, behavior intervention professional development will be offered throughout the school year. Training is on-going to provide more hands-on manipulatives and visual supports in an effort to seemore Universal Design for Learning (UDL) in preschool classrooms. To maintain accurate completion of Timelines, the FCS's Special Education Department will continue to implement our guidelines for child find, preschool assessment teams, collaboration with BCW for transition meetings and conducting professional learning sessions for all SLPs and preschool teacher to educate on IDEA timelines. Specific information regarding general supervision of preschool assessment teams includes the following:</p> <p>All referrals received are logged on three different Excel documents by three different people to ensure an accurate checks and balances system for federal timelines</p> <ul style="list-style-type: none"> <li>· RTI strategies are conducted during the course of the evaluation timeline when necessary to ensure that there is no delay in initiating a parent request for evaluation</li> <li>· Although a free developmental screening is conducted monthly, all BCW transitions, parents completing the registration process, and those students flagged on developmental screening are provided a comprehensive developmental assessment</li> <li>· All "speech only" referrals are now assessed through the preschool assessment team rather than processed to the Speech-Language Pathologist to ensure a comprehensive evaluation.</li> <li>· All eligibility/IEP meetings are held with a member of the assessment team or LEA from the assessment team to ensure accurate results to parents and/or adherence to the evaluation timeline</li> <li>· Additional assessment team staff was added this school year due to increased number of referrals. This allows for preschool evaluations five days per week, with the goal being more efficient scheduling.</li> <li>· Evaluation teams are trained in the proper administration of test measures to ensure fidelity of the assessment</li> </ul> <p>FCSS has met the BCW transition timeline at 100% compliant. The preschool coordinator maintains positive and open relationships with BCW staff to ensure proper timelines for completion of the transition meeting. BCW service coordinators are notified in advance of registration requirements in an effort to assist their clients with this process. All transition meetings are held with the preschool coordinator for FCSS, the service coordinator for BCW and the parent at a time that is mutually beneficial to all parties. Evaluation dates are given at the transition meeting regardless of the registration status at the time of assessment. Lack of registration does not delay the evaluation or development of an IEP. Service coordinators provide the LSS with the child's IFSP and evaluation determination for BCW to review as part of evaluation process and eligibility determination.</p> <p>FCSS is also working to increase the professional learning sessions for parents, teachers, and community partners.</p>
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IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.</b>          What specific activities align with how you are providing FAPE to children with disabilities?          Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>Goal 3: FAPE          We do not have a significant discrepancy in rate of suspensions &amp; expulsions. Two years ago, we were significantly disproportionate in the area of identification, Hispanic SLD. We allocated CCEIS funds in order to address this disproportionality by implementing Imagine Learning, hiring additional ESOL coaches, forming committees to review eligibility criteria and developing caseloads of students to monitor progress. We are excited to report that our plan proved successful and we are no longer disproportionate. We will continue to implement components of the plan so that we can avoid any future findings. We have retained the additional ESOL coaches as a district and have implemented additional eligibility review practices, in order to maintain fidelity to eligibility areas and exclusionary factors. Training will also continue in these areas.</p> <p>Programs actions that are occurring to help support closing the gaps are the following:</p> <ul style="list-style-type: none"> <li>· Providing additional learning opportunities to provide extra support for students at risk (after school tutoring, evening classes, on-line classes, etc.).</li> <li>· Providing SIMs (Kansas Strategies) curriculum to increase academic strategies for SWD to become independent learners.</li> <li>· Communicating with parents about available resources to help their students.</li> <li>· Teachers receive training to ensure awareness of accommodations and/or assistive technology that are available for accessing the Common Core.</li> <li>· Implementation of Branching Minds platform to help make data informed decisions for student instructional interventions.</li> <li>· Providing Imagine Learning program to increase development of language that accelerates learning across all subjects to decrease the disproportionality in the area of identification.</li> <li>· Increasing the instructional coaching support to address the supports needed for ESOL students.</li> </ul> <p>? Restructure of the Special Education department in order to provide the most efficient support to teachers and students and work to increase student achievement.</p> <p>At this time, FCS is exceeding the state target to decrease the percentage of SWD who are removed from their school or placements for disciplinary reasons. We have worked extremely hard over the past couple of years to bring down our suspension risk percentage. We have conducted a number of professional learning activities with building level administrators to ensure their knowledge of disciplinary rules and regulations for SWD. We have also worked closely with our board attorneys to develop guidelines when disciplining SWD. Our special education facilitators continue to monitor on a monthly basis the OSS for our students. Once a student begins to experience a number of discipline infractions, the special education facilitators work closely with student case managers and building administrators to be proactive and update FBA/BIP for the student. Online professional learning is provided to teachers in the development of FBA/BIP implementation for students.</p>
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IDEA Performance Goals:

	<p>At this time, FCS has 64.81% of the SWD who receive their instruction in the general education setting with appropriate supports and accommodations. We continue to support our co-teaching and supportive instruction by offering individual school based professional learning for the staff. Several of our schools have requested additional support by central office to complete classroom observations for co-teaching teams to increase overall performance. Collaboration with GLRS to provide training to support our Co-Teaching and the ASPIRE program. Schools are also using the collaborative model to maximize staff allotments while supporting students in the general education setting. As we continue to support educating SWD in the general education setting, we also continue to support small group instruction for students that require intensive research-based instruction to close the achievement gap. FCS has met the state target for the percentage of parents receiving special education services who report that schools encouraged parent involvement to improve results for SWD. We completed several actions to increase our parent return rate and satisfaction rate on the parent surveys. We completed the following actions:</p> <ul style="list-style-type: none"> <li>· Hosted parent workshops provided by the Special Education Department.</li> <li>· Communicate with parents individually of IEP meetings to encourage completion of the survey.</li> <li>· Provided opportunities at school for parents to complete survey.</li> <li>· Thanked parents for completing the survey.</li> <li>· Provide staff development to school to increase their parent involvement</li> <li>· ASPIRE program</li> </ul> <p>We also continue to review our policies, procedures and practices closely for the areas of autism and emotional behavior disorders. We have reviewed and updated our referral procedures from SST to ensure that a comprehensive evaluation is completed. We are also building supports within our MTSS to provide social skills and behavior skills at the tier 2 and tier 3 levels. We hope that our efforts and guideline changes will help to decrease the areas at risk of disproportionality by disability type.</p> <p>To improve accurate completion of Timelines, the FCSS's Special Education Department will continue to implement the following:</p> <ul style="list-style-type: none"> <li>· Completed orientation/training on our Timeline Summary record keeping procedures and State Reporting guidelines for completing initial and reevaluation eligibilities to our central office special education staff (facilitators) and school based department chairs, and psychologists.</li> <li>· Central Office special education staff along with special education department chairs will redeliver this training to their school staff.</li> <li>· A beginning of the year meeting will take place in August at each school with a central office special education facilitator, school psychologist, and special education staff to review each staff member's caseloads to determine reevaluation timelines for this upcoming school year.</li> <li>· Our special education compliance facilitator will send out monthly reminders via email of reevaluation due dates to each school's special</li> </ul>
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IDEA Performance Goals:

	<p>education department chair with a copy to the school psychologist assigned to each school.</p> <ul style="list-style-type: none"> <li>· Our central office compliance facilitator will monitor initial eligibility timelines on a monthly basis and guide our CCEIS.</li> <li>· Preschool staff will contact parents after the BCW Transition Meeting to assist with registration process and to schedule the IEP.</li> </ul> <p>The Special Education Director and the additional leadership team members monitor and provide general supervision for all the activities listed above by monitoring all special education facilitators' monthly duty logs. These logs require monthly dates for the completion of each activity and also includes any needed evidence to support that action has occurred. If these activities have not occurred, it will be addressed in the facilitator's annual evaluation. The facilitator will be required to create an action plan of correction.</p> <p>Through our department IDEAS initiative, we have formed a new subgroup under Accessibility that will be charged with reviewing our program areas and guidance for changing LRE for students. We have learned so much through the disproportionality process regarding assessments that aide in making the best placement decisions for students. This IDEAS group will be implementing additional assessments and progress monitoring tools for students who are being considered for a change in LRE. We want to ensure we are making the best decisions and that they are based on current and accurate data. The group will also focus on transitions (5thgrade to 6th, prek to k, 8thto 9th) to ensure that we are preparing students for success at these new levels and that we are informing parents in the best way possible.</p> <p>We are also implementing kid talks into our department meetings monthly. Kid Talks will be a time for school facilitators to talk about student cases to gain feedback and advice regarding new interventions to consider, next steps regarding a plan for success. We have found that, as intervention both academically and behaviorally becomes more complex, we must collectively strategies in order to promote successful outcomes for students. We will maintain student confidentiality during kid talks by not identifying the student. It is strictly a time to glean new ideas for students.</p>
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<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</b>  How procedures and practices are implemented in your district to ensure overall compliance?  Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall</p>	<p>Goal 4: Compliance</p> <p>Our department works closely with student information department in helping to get the needed information and correcting errors in special education data. We have assigned each of the other timelines to different members within our department for completion. As items are requested, it is placed on the department calendar, along with due dates prior to submission for state reporting.</p> <p>Our compliance facilitator keeps up with all timelines (IEP due dates, eligibility due dates &amp; behavior data). This facilitator sends out monthly reports to each of the school base facilitators, so they can follow up with case managers to ensure all timelines are meet. We also have a student information system that sends email reminders for due dates to both case managers and administration on the following timeline: 30 days, 10 days and 5 days before all</p>
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IDEA Performance Goals:

<p>compliance, timely &amp; accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>due dates. We also have each school base facilitator review the first two IEPs for each teacher before the IEP meetings. This allows us to ensure we are meeting timelines and staying in compliance to the needed components in the IEP document.</p> <p>The special education department meets with all special education department chairs to train on FTE and student record. We have open times where we can work one-on-one with staff to ensure FTE and student record is complete, and we help answer all needed questions. We are all keep tracking of sign-off dates and what needs to be done before this date arrives. We run reports during the month leading up to sign-off to ensure all information is captured and reported correctly. This year, FTE was signed off late by the district, which is why our percentage dropped to 88.89%. We will continue to implement the above monitoring processes. In addition, our department will work within our SIS to clear any errors as early as possible. We have updated our guidance for developing IEPs and ensuring all steps are taken within the system to prevent errors. We have enhanced our checklists for facilitators to review IEPs.</p> <p>All complaints and due process requests are directly handled at the Special Education Director level. All steps are taken to ensure timelines are met to provide prior written notice and parent rights. All early resolution and mediation meetings are set with the appropriate parties within the IDEA compliance timelines. The Special Education Director works directly with the Department of Education, if there is any needed clarification on meeting the correct timelines.</p> <p>The Special Education Director and the additional leadership team members communicate all state and federal laws and regulations updates with special education and district staff through several different methods. Written communication is sent through our district weekly newsletter called "Friday Notes". For updates that require more direct training, we use our online monthly communication webinars called "Leader Talks". This information is also shared at monthly administrative meetings and bi-monthly special education department chair meetings. For follow up, we ensure that all information is updated in our online resource manual for staff use. We have developed a new department internal website that is structured in the same way a student qualifies for special education, from SST to eligibility to writing the IEP. All of our guidance is housed on this site and we conduct trainings for special education teachers at the beginning of the school year and throughout the year with department chairs, so that everyone is aware of how they can access these guiding documents.</p> <p>We went through cross-functional monitoring during FY21 and received a designation of zero findings in the area of IDEA. We worked diligently to provide all of our documents, policies and procedures in order to demonstrate how we monitor compliance indicators and support staff in ensuring compliant practices.</p>
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## 4. REQUIRED QUESTIONS

### 4.6 Title IV Part A

#### Required Questions

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

<b>A. Well-Rounded Activities (WR)—Instruction</b> <b>Provide: Overarching</b> <b>Need number/Action Step number(s) New or</b> <b>Continuing Name/Description of</b> <b>Activity Measurable Goal/Intended Outcome</b>	<p>Goal 1, AS 6: CONTINUING: Activity: continue to support DLI instruction by providing instructional resources to third grade and a first grade DLI classrooms; Objective: to providing reading resources for dual language instruction in DLI second grade classrooms in the target language; Outcome: increased student achievement (Reading, and English language proficiency as well as target language proficiency (WR)</p> <p>Goal 1, AS 12: CONTINUING: Activity: continue to support low income students with AP test course fees; Objective: to provide equal access to students from low income families; Outcome: increased participation of AP tests for low income students to achieve college credit (WR)</p> <p>Goal 1, AS 4 and 5: CONTINUING: Activity: provide an ELA and Math interventions to support academically at risk students in achieving grade level standards; Objective: provide schools with Tier II and III interventions to target specific skills for acquisition using student achievement data from the programs to differentiate instruction ; Outcome: Increased student achievement in ELA and Math (WR)</p> <p>Goal 1, AS 11: CONTINUING: Activity: to provide schools with an alternative assessment to assist in identifying students whose first language is not English for gifted education; Objective: to increase equity in identification and servicing minority students with gifted education; Outcome: increased identification and services (WR)</p>
<b>B. Safe and Healthy (SH)-Climate/Culture</b> <b>Provide: Overarching</b> <b>Need number/Action Step number(s) New or</b> <b>Continuing Name/Description of</b> <b>Activity Measurable Goal/Intended Outcome</b>	<p>Goal 3, AS 7: CONTINUING: Activity: continue to support professional learning related to PBIS in the district schools to promote social and emotional well being in students; Objective: remove barriers to student achievement; Outcome: schoolwide consistent expectations for behavior to remove barriers for increase student achievement and increased climate CCRPI ratings for the school (SH)</p> <p>Goal 2, AS 2: CONTINUING: Activity: to provide specific skill counseling groups/individuals to students who are struggling with SEL skills/mental health; Objective: to decrease the number of mental health referrals, number of students who have thought about harming themselves, and the number of students who attempt suicide; Outcome: increased mental health supports for students and removal of barriers to student achievement (SH)</p>

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

<b>C. Effective Use of Technology (ET)-Professional Learning</b> Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	Goal 1, AS 4 and 5: CONTINUING: Activity: provide professional learning for ELA and Math interventions to support academically at risk students in achieving grade level standards; Objective: provide schools with Tier II and III interventions to target specific skills for acquisition using student achievement data from the programs to differentiate instruction ; Outcome: Increased student achievement in ELA and Math (Tech)
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<b>D. Effective Use of Technology 15% (ET15)-Infrastructure</b> Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	NA
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	FCS will continue to host Advisory Council meetings in order to keep stakeholders engaged with district improvement efforts. Stakeholders will be informed on the progress of district and school improvement efforts during meetings and a district Mid Year CLIP review meeting. At these information meetings stakeholders will also have the opportunity to provide additional input on the CLIP as well. The District Improvement Plan is posted each year on the federal programs website for the district and schools post their school improvement goals as well. Stakeholders that were engaged in the Comprehensive Needs Assessment process as well as during Community CLIP meetings will also be asked to participate the next year as well.
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## 4. REQUIRED QUESTIONS

### 4.7 Reducing Equity Gaps

#### Required Questions

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

<p><b>Equity Gap 1</b> Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Equity Gap 1: student achievement identify subgroups, grade level span and content areas</p> <p>Intervention Effective—provide equitable access to student support programs and interventions</p> <p>Maintaining and adjusting activities and strategies</p>
<p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Although student support programs and interventions were implemented with fidelity and equitably using a variety of federal program funds, FCS still saw a decrease in EOG proficiency scores in our Title I schools. When ranked in order from highest to lowest scores in content areas, Title I schools are all in the bottom 3 scoring schools in each subject area in elementary school and the 2 Title I elementary schools are the lowest 2 performing in the district in ELA, Math and Science (5th grade only). Consistent school attendance (students missing 10 or more days has increased dramatically) is also a concern and contributes to the scores. We will maintain supports this school year and are monitoring student achievement closely.</p>
<p><b>Equity Gap 2</b> Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Equity Gap #2 Teacher Retention in Title I Schools</p> <p>Intervention Effective- Maintain Activities/Strategies and Adjust activities/strategies- provide targeted teacher development</p> <p>Adjustments in instructional coaching framework with ESOL instructional coaches and new school based instructional coaches; assessed needs for professional learning in instructional strategies, trauma informed practices, behavior management, differentiation strategies and student engagement.</p>

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

<b>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</b>	Teacher retention data at Title I schools remained closely the same percentage from the previous year to present increasing slightly, however 2 of the 3 are still less than non Title I schools retention rates. Our FCS system wide retention was 94.6 in FY20, 96.2 in FY21, 90.0% in FY22 and Title I schools were 92.98 in FY20, 93.26 FY21 and 87.52% in FY22.
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## 4. REQUIRED QUESTIONS

### 4.8 Overarching Needs for Private Schools

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

Title I, Part A	No Participating Private Schools for FY24
Title II, Part A	No Participating Private Schools for FY24
Title III, Part A	No Participating Private Schools for FY24
Title IV, Part A	No Participating Private Schools for FY24
Title IV, Part B	No Participating Private Schools for FY24/NA
Title I, Part C	No Participating Private Schools for FY24
IDEA 611 and 619	After consultation meetings with private schools and homeschool families in the fall of 2023, Forsyth County Schools (FCS) determined that non-profit private schools students and students being homeschooled that met special education eligibility would have access to speech, technology support services and instructional strategy coaching from a Forsyth County Schools team member. For students K-1st grade, they could receive a maximum of 2 segments of 30 minutes of speech per week. For students 2nd grade and beyond could receive a maximum of 1 segment of 30 minutes of speech per week. Families also expressed the need for additional technology resources. FCS will provide chromebooks, strategy coaching and instructional online programs. The list of instructional online programs and supports include: Moby Max, Read&Write for Google, Hearbuilder, Everyday Speech and Cognitive Connections. FCS will also provide parent training through the school year to support families understanding their child's disability and how to work with them for their child's success.