



District Improvement Plan Federal Programs Report 2018 - 2019



Pickens County Schools

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Pickens County
Team Lead	Sunita Holloway

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

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)

2. DISTRICT IMPROVEMENT GOALS

2.1 Creating Improvement Goals

Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific Measurable Attainable Relevant Time-Bound

An example of a SMART goal is:

By the end of the school year 2017 - 2018, all teachers will have training and be included in a PLC for their content-specific area.

Enter the district's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 District Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional

- CIS - 1 Planning for quality Instruction
- CIS - 2 Delivering Quality Instruction
- CIS - 3 Monitoring student progress
- CIS - 4 Refining the instructional system

Family and Community Engagement

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student access
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

Effective Leadership

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classroom
- EL-4 Managing the District and its resources
- EL-5 Driving improvement efforts

Supportive Learning Environment

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

Professional Capacity

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

2. DISTRICT IMPROVEMENT GOALS

2.2 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	The number of students achieving a level three or four as measured by Georgia Milestones EOC and EOG state assessments which impacts overall CCRPI scores.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Lack of implementation of professional development
Root Cause # 2	Lack of oversight to check for fidelity regarding systemic expectations for instruction
Root Cause # 3	Lack of system-wide buy-in with current practices in education
Root Cause # 4	Lack of setting high expectations for all students and lack of a challenging learning environment.
Root Cause # 5	Low-level implementation of instructional technology
Goal	Increase student achievement as reflected on CCRPI by 3% of the gap each year from the baseline year per the Strategic Waiver.

Equity Gap

Equity Gap	Inexperienced leaders (principals or assistant principals with less than four years of experience)
Content Area(s)	ELA Mathematics Science Social Studies Other : N/A
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged
Equity interventions	EI-2 Provide targeted school leader development

Action Step # 1

Action Step	Develop common assessments and pacing guides. The expectation is that common assessments will be developed through PLCs at the school level and that the state pacing guides will be utilized by all teachers with agreed upon adjustments supported by data and feedback. School-level administrators will have oversight in ensuring that common assessments and pacing guides are developed and utilized.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Copies of Common Assessments and Pacing Guides, Agendas/Sign-in Sheets/Minutes from PLCs, Formative Walkthroughs, TKES data on Standards #2 and #5,
Position/Role Responsible	Directors of Curriculum
Timeline for Implementation	Yearly

What partnerships 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	Develop fidelity checklists for school leaders to ensure that strategies/skills learned from professional learning are being implemented. The curriculum directors will work with the academic coaches to develop fidelity checklists. Checklists completed by administrators will be reviewed at the district level.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Title V, Part B

Action Step # 2

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 and Effectiveness	Review of Fidelity Checklists completed by administrators
Position/Role Responsible	Directors of Curriculum, Director of Special Education
Timeline for Implementation	Quarterly

What partnerships 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	Define the scope of professional learning needed to improve student achievement. Implement professional learning opportunities that are evidence-based and align with ESSA (sustained, intensive, collaborative, job-embedded, data driven, and classroom-focused). Contract with an expert to conduct an audit of teacher practice to define scope of professional learning to be implemented and/or refined. Provide professional learning for teachers, academic coaches, and leaders in pedagogy (including personalized learning, inquiry-based learning, and STEM), content development, instructional technology, working with special populations (including special education, gifted, and limited English proficient), family engagement and partnerships, school improvement, and leadership. Provide professional learning for new teachers and leaders with three or less years of experience and for aspiring leaders.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster

Action Step # 3

Subgroups	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 and Effectiveness	Professional learning documentation (requests, evidence of completion, expense statements, agendas/sign-in sheet/minutes, time and effort, contracts, purchase orders, invoices, expenditure reports); student achievement data, TKES data
Position/Role Responsible	Chief of Student Development
Timeline for Implementation	Quarterly

What partnerships 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	Ensure that teachers are In-Field and/or meet the district's professional qualifications.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	(1) Internal Checklists: Review of certification and matching course codes using checklists to verify that teachers meet professional qualifications (2) Review of PSC In-Field Report
Position/Role Responsible	Chief of Human Resources
Timeline for Implementation	Monthly

Action Step # 5

Action Step	Provide supplies, computer software, programming, technology, additional assessments, and tutoring for all students in need of additional support including special education, Limited English Proficient, Neglected and Delinquent, and Homeless.
Funding Sources	Title I, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Purchase Orders and Invoices; Data from Georgia Milestones;; IEPs, ACCESS
Position/Role Responsible	Director of Special Education and Director of Federal Programs
Timeline for Implementation	Monthly

2. DISTRICT IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Effective strategies for designing instruction that promotes mastery of content for all levels of learners and meeting the needs of the whole child including addressing behavioral and emotional needs [Focus on strategies used at various tiers - Multi Tiered System of Supports (MTSS)]
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Lack of understanding and implementation of effective tiered instruction and supports and lack of oversight to check for fidelity including struggling learners and high achieving/gifted learner
Root Cause # 2	Lack of skills and/or understanding needed to address the social and emotional needs of students
Root Cause # 3	Lack of understanding of how to analyze data to inform instruction and lack of oversight to check for fidelity.
Root Cause # 4	Limited resources to support students dealing with emotional or mental health issues.
Goal	Through professional learning opportunities and increase in community resources, provide strategies to meet the academic, behavioral, and social-emotional needs of all levels of learners as measured by decrease in office referrals resulting in ISS or OSS by 3%.

Equity Gap

Equity Gap	Discipline ISS Identify Subgroups and grade level plans
Content Area(s)	ELA Mathematics Science Social Studies
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 interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Educate school staff on community resources that are available for students at-risk.
Funding Sources	Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agendas/sign-in sheets/minutes; data collection of utilization of resources
Position/Role Responsible	Homeless Liaison/Chief of Accountability and Student Development
Timeline for Implementation	Yearly

What partnerships 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)?	Highland Rivers, Georgia Hope, Good Samaritan
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Action Step # 2

Action Step	Utilize the protocol for analyzing student work (TKES #6), making instructional decisions, and differentiating to meet the needs of all levels of learners.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation and Effectiveness	Agendas/Sign-In Sheets/Minutes; TKES data for standard #6

Action Step # 2

Position/Role Responsible	Directors of Curriculum
Timeline for Implementation	Quarterly

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

Action Step	Provide professional learning for school staff on meeting the social and emotional needs of students and in the proactive protocol to communicate positively with children to avoid the need to de-escalate problematic behaviors.
Funding Sources	Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agendas/Sign-in Sheets/Minutes; Discipline Data
Position/Role Responsible	Director of Special Education
Timeline for Implementation	Quarterly

What partnerships 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	Hire a Trauma Counselor to work with a caseload of students to support the social emotional needs of students.
Funding Sources	Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Payroll, Parent/Student agreement forms, Data collection including numbers of students seen with number of sessions per student, main issues of concern, and correlation to academic achievement and discipline data
Position/Role Responsible	Director of Special Education and Director of Federal Programs
Timeline for Implementation	Others : Semi-annually

DISTRICT IMPROVEMENT PLAN

3 Required Questions

Required Questions

Stakeholder Involvement to Improve and Coordinate Activities

<p>In developing this plan, briefly describe how the district sought advice from individuals and organizations [teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a district that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II, Part A] regarding how best to improve the district’s activities to meet the purpose of Title II, Part A; and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA programs, and activities being conducted in the community.</p>	<p>The Director of Federal Programs worked with a steering committee consisting of district level and school level administrators. Stakeholder meetings were held during the spring of 2017 and 2018 to ensure that various stakeholders had a voice. Stakeholders included community members, parents, students, school staff, and district staff. Three surveys were distributed to collect perception data: 1) Parent Survey - this survey was offered to all parents of students in the district, 2) Professional Learning/Title II-A Survey - this survey was offered to all staff (administrators, teachers, paraprofessionals, media specialists, counselors, specialized support personnel, and clerical staff), and 3) School-based Health Surveys for parents, staff, and students.</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>The district will educate principals and assistant principals on the importance of ensuring that students who are at-risk academically are scheduled with highly effective, in-field, and experienced teachers. Administrators will identify at-risk students and assign them to teachers who will effectively address their needs.</p> <p>The Pickens County School District continuously monitors the balance between veteran, mid-level career, and new teachers. In addition, the district promotes the attainment of level 5, 6 and 7 professional certificates. Ineffective and inexperienced teachers are provided additional support from academic coaches and school leaders and are monitored through the TKES platform. Action is taken to improve or remove under-performing teachers as outlined by the Georgia Professional Standards Council. In the event we have out-of-field teachers direct guidance and support from the HR department will be provided in an effort to train and get them certified in-field as quickly as possible.</p>
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Professional Growth Systems

Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include:

- how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy;
- how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded;
- how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time);
- how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and
- what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes.

The district uses CCRPI, GMAS, TKES data; stakeholder input during meetings; and perception data through a Professional Learning/Title II-A survey to identify teacher and student needs to inform professional learning opportunities and strategies.

The district provides time by utilizing teacher in-service days, pre-planning days, post-planning days, stipends during off-contract days, substitutes for release days, and after school time to provide training to teacher leaders, core content teachers, teachers of EL, teachers of SWD, and teachers of gifted populations, support personnel, and paraprofessionals. The district provides training for principals, assistant principals, and academic coaches at designated meeting times during the school year.

The district provides professional learning to leaders (principals, assistant principals, academic coaches, SWD leaders, and teacher leaders) by setting regularly scheduled meetings and prioritizing training according to identified needs. Training is threaded through meetings during the school year so that training sessions are not isolated events but building blocks toward professional learning goals.

The district supports designated personnel in developing capacity to lead professional learning by promoting opportunities for out-of-district training, collaboration within the district, and training/mentoring for those who will be providing training.

Per ESSA, the term professional development means activities that are "sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused". The district utilizes academic coaches to provide job-embedded training for teachers through grade level and department meetings and through modeling best practices and having observation/feedback sessions with teachers. During the FY19 school year, teacher leaders will lead professional learning communities to provide collaborative, classroom-focused professional learning. Those who participate in conferences or out-of-district training are expected to participate in correlating PLCs to ensure that that work is sustained, on-going, and classroom-focused.

Walk-throughs, examination of student work, and benchmark data will be reviewed to measure improvements in teaching practice and student achievement.

PQ – Intent to Waive Certification

<p>State whether or not the district waives certification under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33).</p>	<p>The Pickens County School District waives certification under State Board Rule - Strategic Waivers (160-5.1-.33)</p>
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PQ – Waiver Recipients

<p>If the district waives certification, specify whether or not, in the current fiscal year, certification is waived for all teachers (except Special Education). If certification is waived for a select group of teachers, please specify for which teachers the district waives certification. The description must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). Please note that in Georgia certification requirements for Special Education teachers CANNOT be waived. All Special Education teachers are required to hold GaPSC special education certification that is in-field for the course to which the teacher is assigned. In addition, Teachers must hold the corresponding GaPSC endorsement.</p>	<p>All teachers must have a clearance certificate. The district waives certification for the following groups of teachers: CTAE teachers, Fine Arts teachers, Foreign Language teachers, Core Content (Math, Science, ELA, Social Studies, and Reading) teachers, and Endorsement Area (Leadership, Gifted, ESOL, Computer Science, and other PSC approved endorsement areas) teachers.</p>
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PQ – Minimum Qualification

<p>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.)</p>	<p>CTAE teachers must have one of the following qualifications: be certified as a teacher, have a bachelor's degree, OR have a minimum of five years of correlating field experience and a high school diploma or GED equivalent. Fine Arts teachers must have one of the following qualifications: be certified as a teacher, have a bachelor's degree in a related field, or have 5 years experience in a related field and a high school diploma or GED equivalent. Foreign Language teachers must have one of the following qualifications: be certified as a teacher, have a bachelor's degree in a related field, be fluent in the course language, or have 5 years experience in a related field and a high school diploma or GED equivalent. Core Content (Math, Science, ELA, Social Studies, and Reading) teachers must have one of the following qualifications: be certified as a teacher in a related field or have a bachelor's degree in a related field. PSC Approved Endorsement Areas teachers must have the following: hold a nonrenewable certificate in the endorsement (if available) field when required for the position held and/or the teacher must seek enrollment in a GAPSC approved endorsement program, complete the program and obtain certification in the field. Enrollment must into the program must be within the first year of teaching in the field.</p>
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State and Federally Identified Schools

<p>Describe actions the district will take to assist its state and federally-identified schools needing support. Include the prioritization of Title II, Part A funds.</p>	<p>The Pickens County School District does not have schools identified as needing support.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:</p> <ul style="list-style-type: none"> ● coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and ● work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. 	<p>Pickens High School supports internships and job-shadowing opportunities for students as well as offers several nontraditional areas of study such as Culinary Arts, Healthcare, Early Childhood Education and Construction. The following pathways have been added for the FY19 school year: Law Enforcement and Public Safety and Sports Medicine.</p> <p>Along with the STEM Day that Pickens High School hosts, collaboration between the engineering teacher and the math and science teachers is diligently pursued.</p> <p>Pickens High School has placed greater emphasis on CTAE pathway completion and passage of EOPAs by our students.</p> <p>Pickens High School also has put emphasis on our Early Childhood Education program which is important in our community due to the fact that the Pickens County Board of Education is the largest employer in the county. Pickens High School has created advisory councils whose responsibility it is to help develop content that is relevant to our students as they transition to job seekers in business and industry.</p> <p>Pickens High School has focused work with our community advisory councils on two specific pathways which are STEM and IT related.</p> <p>Prior to Eighth grade, students also work with counselors to create career cluster inventories and are made aware of the fact that Physical Science, Algebra I, and Basic Agriculture will be available to them for high school credit. At the middle school level, the Youth Enrichment Program is in place. Volunteers come in from the community to work with higher achieving students and students who are interested to enrich the sciences, math, and constitutional law. In addition, they support students by sponsoring their visits local universities to experience university level classes (Georgia Tech. and Rhinehart).</p> <p>A fully functioning work-based learning program is in place at Pickens High School and for the ID population at all grade levels. Further instruction is provided to students on interviewing skills, soft skills, and resume preparation.</p>
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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.

The district utilizes an electronic platform, Educator's Handbook, to collect all discipline incidents and referrals. The building level behavior/leadership teams analyze the discipline referrals to determine patterns and trends in the data. The district has established an expectation that each school generate school rules and that each classroom teacher has rules for their respective classrooms. A matrix is completed of what these expectations look like in various settings, such as the classroom, hallway, cafeteria, bus line, etc.

A discipline matrix is used when administering discipline. The goal is to keep students in their classrooms as much as possible. ISS and OSS are utilized as the consequence of last resort. A process is in place to ensure students with disabilities served through IDEA or Section 504 are not disciplined for acts that have a significant relationship to their disability. When students have accumulated 5-6 days of ISS and/or OSS, a meeting is held to determine proactive strategies to help the student remain in the classroom. The guidance counselor and/or the special education teacher helps to craft an intervention to help the student. Check-in/Check-out is utilized along with group activities or social skills training. An additional school psychologist was hired partially through IDEA funds to free a locally funded psychologist to assist in the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) process for Tier 3. In addition, a privately contracted Behavior Consultant Behavior Analyst (BCBA) psychologist is available twice monthly to assist with students who are not making progress.

The district has provided Darkness to Light training for teachers and training on mood disorders for school nurses and special education staff in an effort to encourage positive classroom management practices and reduce the overuse of discipline practices. The district has established on-site mental health services in the schools through inter-agency MOUs with Highland Rivers, Georgia Hope, and Good Samaritan. Mindset training to help teachers and staff recognize and deescalate problematic behaviors and the employment of a trauma counselor are planned for the FY19 school year to help support the needs of the whole child and to reduce the use of OSS/ISS.

Middle and High School Transition Plans

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.

Transition from middle to high: Eighth graders will visit Pickens High School (PHS) for a career fair day, tour of the school, and general information regarding high school classes. During the tour of the school, they will be introduced to the high school administration and high school counselors and will have an opportunity to observe high school classes being taught. The Pickens County Youth Enrichment Group assists with recruiting businesses to participate in the career fair at which discussions are held with the students about careers which they might be interested in and how the pursuit of those careers can be accomplishment at PHS. Eighth graders will visit Chattahoochee Technical College to receive information regarding what the school offers as well as their participation in the Dual Enrollment Program. During their visits to PHS, this information is reinforced by our counseling

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:</p> <ul style="list-style-type: none"> • 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>department. All eighth grade students and parents are invited to attend a general information meeting regarding enrollment in Ninth grade at PHS. This meeting is followed up with a visit to our eighth graders by the PHS counseling department to discuss scheduling options with students. Prior to Eighth grade, students also work with counselors to create career cluster inventories and are made aware of the fact that Physical Science, Algebra I, and Basic Agriculture will be available to them for high school credit.</p> <p>Transition from high school to postsecondary education: PHS has created advisory councils whose responsibility is to help them, especially in the area of CTAE, develop content that is relevant to the students as they transition to job seekers in business and industry. PHS has focused work with our community advisory councils on two specific pathways which are STEM and IT related. PHS also has put emphasis on our Early Childhood Education program which is important because the Pickens BOE is the county's largest employer. PHS maintains open lines of communication with our surrounding technical and 4 year colleges to gather information from these institutions as to programs offered and courses required to complete both diploma and degree programs. PHS has placed greater emphasis on CTAE pathway completion and passage of EOPAs by our students. Throughout the school year, PHS hosts guest speakers, workshops, career fairs as well as our Rising Professionals Symposium where students are given multiple opportunities to become familiar with industries that attract them. PHS also hosts business and community leaders in our schools to discuss their fields of expertise with students. PHS holds an annual Career Fair at which multiple businesses and industries in our surrounding area attend and meet with students and distribute information. PHS transports all seniors to Lanier Technical College each year for a Probe Fair at which over 300 technical and four year colleges attend. Students are encouraged to visit multiple representatives and explore college options as well as areas of interest. Along with the STEM Day that PHS hosts, collaboration between our engineering teacher and our math and science teachers is diligently pursued. PHS has also worked to develop a good relationship with our local technical college and share students with them as we continually encourage students in CTAE to pursue opportunities at our technical college. Furthermore, through Dual Enrollment, students have been afforded the opportunity to take college level courses at multiple institutions. PHS supports internships and job-shadowing opportunities for students as well as offers several nontraditional areas of study such as Culinary Arts, Healthcare, Early Childhood Education and Construction.</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>The district works with all local Pre-K programs including the Pickens County Schools' Bright from the Start Pre-K, the inclusion Pre-K program within the district, the local Headstart Program, and private Pre-K institutions to help children transition from preschool programs to elementary school. Collaboration with preschool programs occurs throughout the school year to discuss curriculum and parent engagement activities that support the transition. The district provides training to principals on building parent</p>
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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.	capacity activities that can be done at the school level to ease the transition from Pre-K to Kindergarten. Printed materials, books, and manipulatives may be provided to the parents of preschool children who participate in training in an effort to help with this transition.
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Title I, Part A - Targeted Assisted Schools Description

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.	This is not applicable for The Pickens County School District.
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following:</p> <ul style="list-style-type: none"> ● Title I schoolwide schools; ● Targeted Assistance Schools; and ● schools for children living in local institutions for neglected or delinquent children. 	<p>Pickens County has six schools, five of which have Title I Schoolwide programs. Title I money is used to implement evidence-based interventions based on each school's comprehensive needs assessment and school improvement plan. Strategies and programs that are selected by schools must be evidence-based interventions following the Non-Regulatory Guidance for Using Evidence to Strengthen Education Investments (strong, moderate, or promising). Academic coaches are employed at each of the schools to provide job-embedded professional learning. Additional instructional personnel or contracted services are used to provide additional instructional support through small group push-in and pull-out activities in the areas of ELA and Math. Remediation is offered at all Title I schools through scheduled classes, push-in and pull out support. Before and after school tutoring programs will be coordinated and implemented to extend the instructional offerings provided by the school. Computer software will be purchased to support instruction in the four content areas and will be used during before and after school tutoring, intervention time, small groups, personalized learning time, and to extend the core curriculum. Technology, supplies, and materials will be purchased to support activities that coordinate with evidence-based interventions. Parent Involvement funds are used for family engagement activities that support the Title I goals and instructional programs at each Title I school. Funds may be used to pay for personnel to coordinate parent involvement activities.</p> <p>The Pickens County School District does not have any Targeted Assistance Schools but should any school become targeted assistance, all monies will be spent in compliance with ESSA regulations governing such school status.</p> <p>The district has two participating Neglected and Delinquent facilities - The Joy House and Appalachian Children's Emergency Shelter. Appalachian Emergency Children's Shelter is a facility that offers students the opportunity</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following:</p> <ul style="list-style-type: none"> ● Title I schoolwide schools; ● Targeted Assistance Schools; and ● schools for children living in local institutions for neglected or delinquent children. 	<p>to reside on campus and attend school within the Pickens County School District. The capacity at the shelter is eight children and they serve children between the ages of 12 and 18. The Joy House is an Neglected and Delinquent facility that offers students the opportunity to reside on campus and attend school on-site. The capacity at the facility is 28 and they serve students between the ages of 12 and 18. The Title I Neglected and Delinquent set aside will be used to support academic achievement by providing funds for the following: tutorial assistance, technology equipment (printer and laptops), technology repairs that cannot be completed by the Pickens County Schools technology department, computer software (Microsoft Office), Apps for iPads, instructional DVDs, technology supplies (scientific and graphing calculators and ink for the printer), trade books to support Reading instruction, workbooks to support instruction, protractors and compasses, copy paper, pens, staples, paper clips, poster board, rubber bands, push pins, colored pencils, markers, index cards, binders, graph paper, poster board, post-it notes, and spiral notebooks.</p> <p>All funds that are allocated will be spent in compliance with ESSA regulations.</p>
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Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Describe how the district will promote interstate and intrastate coordination of services and educational continuity through:</p> <ul style="list-style-type: none"> ● the use of the Title I, Part C Occupational Survey; ● the timely transfer of pertinent school records, including information on health, when children move from one school to another; and ● how the district will use the Migrant Student Information Exchange (MSIX). 	<p>The Pickens County School District uses the Occupational Survey provided by MEP to identify migrant students. This survey is provided to parents of all students at the beginning of the school year and to students who enroll later in the year.</p> <p>In the event there are migratory students identified, they are referred to the designated MEP office for contact and assessment of need. Migrant students are evaluated academically like other students in the school system to determine academic needs. Migrant students are Title I eligible and receive appropriate Title I services. Parents of migrant students are invited to be involved in school parent activities and the student services department works with migrant families when referred by the school. All documents are sent to parents in their native language using a translator or TransAct when practicable. In the event the district identifies migrant students, the services of Abraham Baldwin College (ABAC) will be utilized to provide services through the MEP Consortium to ensure their needs are met.</p> <p>The district has a system-wide student information department and centralized registration. Data clerks serving in this department process registration and student data which expedites the timely transfer of all student records. Training is provided to data clerks in the processing of interstate and intrastate transfer of records to include the transfer of school and health records when students move from one school to another. In the event that it become necessary, the district will use MSIX to secure information and exchange documents.</p> <p>Currently, the PCSD has no identified migratory students.</p>
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Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Describe how the district will promote interstate and intrastate coordination of services and educational continuity through:</p> <ul style="list-style-type: none"> ● the use of the Title I, Part C Occupational Survey; ● the timely transfer of pertinent school records, including information on health, when children move from one school to another; and ● how the district will use the Migrant Student Information Exchange (MSIX). 	
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Title I, Part C – Migrant Supplemental Support Services

<p>Describe how the district will provide supplemental support services and outreach activities for migratory preschool children, out-of-school youth and drop-outs and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services during the regular school year and during the summer term.</p>	<p>In the event the state identifies migrant students in the district, consultation begins and the services of Abraham Baldwin College (ABAC) will be utilized to provide services through the MEP Consortium to ensure the students' needs are met. In addition, migrant students are evaluated academically like other students in the school system to determine academic needs. Migrant students at the elementary and middle school levels are Title I eligible and receive appropriate Title I services. Parents of migrant students are invited to be involved in parent engagement activities including outreach opportunities for parents of preschool children.</p> <p>The school social worker and the attendance and tribunal hearing officer work closely with the families of out-of-school youth and drop-outs and their families. Exit interviews are conducted with students and parents prior to a student withdrawing from the district. During the interview, they are provided with information regarding the Mountain Education Charter High School (Night School), the GED program or home school information on the DOE website. Additionally, they are provided with a list of local community service agencies or mental health referral information depending on their needs. As part of the dropout prevent process, the district continues to contact these students after leaving our system. It is important that they understand the invitation to return is always open.</p>
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IDEA Performance Goals

<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> ● IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities; 	<p>The district will continue to implement student-led IEPs in grades 5-12.</p> <p>The district will continue to implement transition night for middle school students and their parents transitioning to the high school. At transition night, special education teachers are available to help students and their parents with course selection.</p> <p>The district will continue to support the CTI position at the high school.</p>
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IDEA Performance Goals

<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none">● IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;	<p>The district will continue to provide child find activities.</p> <p>The district will continue to provide an inclusion Pre-K lottery funded position.</p> <p>The district will continue to monitor all referrals from Babies Can't Wait.</p> <p>The district will continue to support the assignment of one school psychologist to the preschool assessments.</p> <p>The district will continue to support the preschool special education through the elementary program coordinator.</p>
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<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none">● IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities;	<p>The district will continue to fund the following: i-Ready Reading and Math Diagnostic and Instruction, Unique Learning Systems (low incidence), TeachTown (low incidence) News2You (low incidence).</p> <p>The district will continue to monitor all referrals for special education evaluation to maintain timelines.</p> <p>The district will continue to provide specialized instruction training in Co-Teaching, Autism, MindSet, Orton-Gillingham, Seeing Stars, Visualizing and Verbalizing, Cloud 9, Love and Logic, Skills Streaming, Read 180, System 44, and other trainings as needed based on IEP needs.</p> <p>The district will continue to hold lead teacher meetings monthly to discuss needs and provide technical assistance.</p>
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<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none">● IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.	<p>The district will maintain a referral and re-evaluation database to ensure all timelines are maintained.</p> <p>The district will continue to provide technical assistance through coordinators.</p>
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