

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

2018 – 2019

District Name: Johnson County Schools

District Team Lead: McKay

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

## 1. DISTRICT COMPREHENSIVE NEEDS ASSESSMENT INFORMATION

### 2.1-2.7 Data Collection and Analysis

<b>Current Language:</b> State <b>current language</b> in most recently approved CNA and section number that it can be found.	<b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **
"Ewalks" informal observation walkthroughs / Ewalk Reports/ data provided through 2015- 16	Google Form Walkthroughs/ Google Form summary data / data updates provided through 2016-17

### 3.1 Needs Identification and Root Cause Analysis

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

### 3.2.1-9 Program Strengths and Challenges

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

### 3.2.10 Program Strengths and Challenges – LEA Equity Action Plan

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

### 3.3 Identification and Prioritization of Overarching Needs

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

### 3.4 Root Cause Analysis

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

### 3.4 Root Cause Analysis – Overarching Needs

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

## 1. DISTRICT IMPROVEMENT PLAN INFORMATION

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

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

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

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

### 3.4 EQUITY INTERVENTIONS for REDUCING DISTRICT EQUITY GAPS

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

### 3.4.2 EQUITY INTERVENTIONS for EQUITY GAP #2

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

#### 4. REQUIRED QUESTIONS

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

<p><b>4.b</b> - Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. [Sec. 1111(g)(1)(B)]</p>	
<p><b>Current Language:</b> State <b>current language</b> in most recently approved DIP and section number that it can be found.</p>	<p><b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **</p>
	n/a

<p><b>4.c</b> - Describe the district’s systems of professional growth and improvement (for serving both the district and individual schools). The description might include:</p> <ul style="list-style-type: none"> <li>• how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy;</li> <li>• how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded;</li> <li>• how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time);</li> <li>• how the district is moving toward evidence-based professional development that aligns with ESSA’s new definition of professional development; and</li> <li>• what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes.</li> </ul> <p>[Sec. 2102(b)(2)(B)]; [Learning Forward Guidance]</p>	
<p><b>Current Language:</b> State <b>current language</b> in most recently approved DIP and section number that it can be found.</p>	<p><b>Amended Language:</b> Write <b>amended language</b> to reflect changes. **</p>
	n/a

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

**4.d.2** - If the district waives certification, specify whether or not, in the current fiscal year, certification is waived for all teachers (except Special Education, ESOL, Gifted). If certification is waived for a select group of teachers, please specify for which teachers the district waives certification. The description must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). Please note that in Georgia certification requirements for Special Education, ESOL and Gifted teachers CANNOT be waived. All Special Education teachers are required to hold GaPSC special education certification that is in-field for the course to which the teacher is assigned. In addition, ESOL and Gifted Teachers must hold the corresponding GaPSC endorsement.  
[Sec.1112(e)(1)(B)(ii)]

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	n/a

**4.d.3** - If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: bachelor’s degree, content assessment, coursework, field experience, etc.).  
[Sec.1112(e)(1)(B)(ii)]

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	n/a

**4.e** - Describe actions the district will take to assist its state and federally-identified schools needing support. Include the prioritization of Title II, Part A funds.  
[Sec. 1111(d); 1124(c)]; [Sec. 2012 (b)(2)(c)]

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	n/a

**4.f** - Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:

- coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and
- work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

[Sec. 1112 (b)(12)]

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

**4.g** - Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.  
[Sec. 1112 (b)(11)]

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

**4.h** - Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- coordination with institutions of higher education, employers and local partners; and
- increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.

[Sec. 1112 (b)(10)]

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

**4.i** - Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.  
[Sec. 1112 (b)(8)]

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

**4.j** - If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools.  
[Sec. 1112 (b)(9)]

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

**4.k** - 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.

[Sec. 1112]

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	n/a

**4.l** - Describe how the district will promote interstate and intrastate coordination of services and educational continuity through:

- 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).

[Sec. 1308 (2)(A)]

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

**4.m** - Describe how the district will provide supplemental support services and outreach activities for migratory preschool children, out-of-school youth and drop-outs and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services during the regular school year and during the summer term.

[Sec. 1304(a)(b)(1) (A)(B)(C)(D)]

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

**4.n** - Describe how the district will meet the following IDEA performance goals:

- IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities;

<ul style="list-style-type: none"> <li>• IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;</li> <li>• IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities; and</li> <li>• IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</li> </ul> <p>[20 U.S.C. 1416 (a)(3)(A)]; [20 U.S.C. 1416(a)(3)(B)]; [20 U.S.C. 1416(a)(3)(C)]; [1412(a)(22)]; [2 CFR 200.61]</p>	
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	n/a



## 2.2 OVERARCHING NEED #1

Select One			
<b>GOAL</b>	By the end of 2018 - 19, create an organizational structure that will provide systems that will increase literacy data by 10 as measured by the Georgia Midelsont Asse. Sys. (GMSA).		
<b>Structure(s)</b>	PC2, PC4, CIS2, CIS3		
<b>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</b>			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5. Implement GSBA "Quality Board" - 4.3 (instruction is challengin prob solving, flexibl, and individualized)	Local	a. March 2018 - July 2019	BOE Chair / Superintendent
		b. internal review based on district data	
6.		a.	
		b.	
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
<b>English Learners</b>		<b>Migrant</b>	
<b>Race/Ethnicity/Minority</b>		<b>Students with Disabilities</b>	

## 2.2 OVERARCHING NEED #1

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<b>Structure(s)</b>	PC2, PC4, CIS2, CIS3		
<b>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</b>			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5. Implement GSBA "Quality Baord. - 4.1 (teachers collaborate, learn/share practices, and have PL	Local	a. March 2018 - July 2019	BOE Chair / Superintendent
		b. PL calendar, student data	
6.		a.	
		b.	
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	

2.2 OVERARCHING NEED #2

Select One			
<b>GOAL</b>	By the end of 2019, increase student achievement data in math, science, and social studies by 30% as measured by the GMSA (targeting levels 3 & 4).		
<b>Structure(s)</b>	CIS2, CIS3, EL3, EL5		
<b>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</b>			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6. Implement GSBA "Quality Baord" - 4.3 (instruction is challenging prob solving, flexible, and individualized)	Local	a. March 2018 - July 2019	BOE Chair / Superintendent
		b. internal review based on district data	
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	

## 2.2 OVERARCHING NEED #2

Select One			
<b>GOAL</b>	By the end of 2019, increase student achievement data in math, science, and social studies by 30% as measured by the GMSA (targeting levels 3 & 4)		
<b>Structure(s)</b>	PC2, PC4, CIS2, CIS3		
<b>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</b>			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5. Implement GSBA "Quality Baord" - 4.1 (teachers collaborate, learn/share practices, and have PL.)	Local	a. March 2018 - May 2019	BOE Chair / Superintendent
		b. Student data, State of the School / District	
6.		a.	
		b.	
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	

## 2.2 OVERARCHING NEED #3

Select One			
<b>GOAL</b>	By the end of 2020, improve student learning environment with stakeholder engagement resulting in a 30% increase in parent data (survey) and increase on CCRPI.		
<b>Structure(s)</b>	EL1, EL3, EL5, CIS2, CIS3		
<b>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</b>			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5. Implement GSBA "Quality Board" - 6.5 (organize personnel, distribute leadership, implement process)	Local	a. March 2018 - June 2020	BOE Chair / Superintendent
		b. 45 days PM summary, Parent data (formal & informal)	
6. Implement GSBA "Quality Board" - 8.1 (safe, orderly, supportive environment where all are positive)	Local	a. March 2018 - June 2020	BOE Chair / Superintendent
		b. 45 days PM summary, Parent data (formal & informal)	
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	

## 2.2 OVERARCHING NEED #3

Select One			
<b>GOAL</b>	By the end of 2020, improve student learning environment with stakeholder engagement resulting in a 30% increase in parent data (survey) and increase on CCRP		
<b>Structure(s)</b>	PC2, PC4, CIS2, CIS3		
<b>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</b>			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3. Implement GSBA "Quality Board" - 4.1 (teachers collaborate, learn/ share practices, and have PL)	Local	a. March 2018 - July 2020	OE Chair / Superintendent
		b. PL Calendar, PBIS school reports	
4. IT Tacher Leader / Media Spec. lead at least 2 PLCs w/ follow up and feedback / Park Wksp (cyber safety)	Local	a. August 2018 - Feb 2019	Principal / Bld IT Leader
		b. PL Calendar, classroom observations	
5.		a.	
		b.	
6.		a.	
		b.	
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	

## 2.2 OVERARCHING NEED #3

Select One			
<b>GOAL</b>	By the end of 2020, improve student learning environment with stakeholder engagement resulting in a 30% increase in parent data (survey) and increase on CCRP		
<b>Structure(s)</b>	FCE2. FCE3. FCE5. E:1		
<b>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</b>			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4. Implement GSBA "Quality Board" - 8.1 (safe, orderly, supportive environment, where all are safe)	Local	a. March 2017 - ongoing	BOE Chair / Superintendent
		b. Parent and community survey (formal & informal)	
5. Make specific targeted community based efforts to increase clear and shared comm. (Principal Sup Comm)	Local / Title I / Family Connections	a. July 2017 - June 2020	Title I Dir / Parent Liaison
		b. P&FE timeline, leadership mtg agenda / minutes	
6.		a.	
		b.	
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	

## 2.2 OVERARCHING NEED #2

Select One			
<b>GOAL</b>	By the end of 2019, increase student achievement data in math, science, and social studies by 30% as measured by the GMSA (targeting levels 3 & 4)		
<b>Structure(s)</b>	EL1, EL3, EL5, CIS2, CIS3 (supplemental Action Step 7)		
<b>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</b>			
<b>Action Steps</b>	<b>Possible Funding Sources(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position/Role Responsible</b>
		<b>b. Method for Monitoring</b>	
1. Implement GSBA "Quality Board" - 6.5 ( Organize personnel, distribute leadership, implement processes)	Local	a. March 2018 - June 2019 b. Student data, State of the School , State of the district	
2. Implement GSBA "Quality Board" - 7.1 (Develop and implement accountability system aligning district & state)	Local	a. March 2018 - June 2019 b. egular DIP progress monitoring (review, revision)	
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
<b>English Learners</b>		<b>Migrant</b>	
<b>Race/Ethnicity/Minority</b>		<b>Students with Disabilities</b>	



2.2 OVERARCHING NEED Select One

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

2.2 OVERARCHING NEED Select One

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