



Comprehensive Needs Assessment 2022 - 2023 District Report



Lowndes 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. Shawn Haralson |
| Multiple Program(s) | Federal Programs Director | Herb Hamilton |
| Multiple Program(s) | Curriculum Director | Veronica Brown/Julie Klein |
| Multiple Program(s) | School Leader (#1) | Neil Wilkes- Non-Title |
| Multiple Program(s) | School Leader (#2) | Lauren Sirmans- Title I |
| Multiple Program(s) | Teacher Representative (#1) | Miranda Culbreth- ES |
| Multiple Program(s) | Teacher Representative (#2) | Joy Cowart- MS/HS |
| McKinney-Vento Homeless | Homeless Liaison | Sandra Wilcher |
| Neglected and Delinquent | N&D Coordinator | Herb Hamilton |
| Rural | REAP Coordinator | NA- Grant not Applicable to District |
| Special Education | Special Education Director | Mindell Downing |
| Title I, Part A | Title I, Part A Director | Herb Hamilton |
| Title I, Part A | Family Engagement Coordinator | LaVerne Rome |
| Title I, Part A - Foster Care | Foster Care Point of Contact | Sandra Wilcher/Penny Turner |
| Title II, Part A | Title II, Part A Coordinator | Herb Hamilton |
| Title III | Title III Director | Herb Hamilton |
| Title IV, Part A | Title IV, Part A Director | Herb Hamilton |
| Title I, Part C | Migrant Coordinator | Herb Hamilton |

Recommended and Additional Team Members

| Program | Position/Role | Name |
|---------------------|-------------------------------------|---------------------------------|
| Multiple Program(s) | Assistant Superintendent | Rodney Green |
| Multiple Program(s) | Testing Director | Buffy Reddick |
| Multiple Program(s) | Finance Director | Ken Overman |
| Multiple Program(s) | Other Federal Programs Coordinators | Herb Hamilton |
| Multiple Program(s) | CTAE Coordinator | John Newton/Dr. Cloise Williams |
| Multiple Program(s) | Student Support Personnel | Sandra Wilcher |

Recommended and Additional Team Members

| Program | Position/Role | Name |
|---------------------|--|---|
| Multiple Program(s) | Principal Representatives | Tenry Berry/Bill Haskin/Ivy Smith |
| Multiple Program(s) | High School Counselor / Academic Counselor | Leb Upchurch |
| Multiple Program(s) | Early Childhood or Head Start Coordinator | Julie Klein |
| Multiple Program(s) | Teacher Representatives | Meaghan Hoffman, Crystal Powell |
| Multiple Program(s) | ESOL Teacher | Joy Cowart |
| Multiple Program(s) | Local School Governance Team Representative (Charter Systems only) | NA |
| Multiple Program(s) | ESOL Coordinator | NA |
| 21st CCLC | 21st CCLC Program Director | NA |
| 21st CCLC | 21st CCLC Site Coordinator or Data Specialist | NA |
| Migrant | Preschool Teacher | Ana Brown |
| Special Education | Student Success Coach (SSIP) | NA |
| Title II, Part A | Human Resources Director | Randy Cooper |
| Title II, Part A | Principal Supervisors | Rodney Green |
| Title II, Part A | Professional Learning Coordinators | Herb Hamilton |
| Title II, Part A | Bilingual Parent Liaisons | NA |
| Title II, Part A | Professional Organizations | Coastal Plains RESA |
| Title II, Part A | Civil Rights Organizations | NA |
| Title II, Part A | Board of Education Members | NA |
| Title II, Part A | Local Elected/Government Officials | NA |
| Title II, Part A | The General Public | Crystal Anderson, Matt Mullican, Sally Hall |
| Title III | Refugee Support Service Staff | NA |
| Title III | Community Adult ESOL Providers | Wiregrass Technical College |
| Title III | Representatives from Businesses Employing Non-English Speakers | NA |
| Title IV, Part A | Media Specialists/Librarians | NA |
| Title IV, Part A | Technology Experts | Lindsey Martin, Jeff Harrell |
| Title IV, Part A | Faith-Based Community Leaders | NA |

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) | NA |
| Multiple Program(s) | Private School Officials | NA- No participating Private Schools |
| Migrant | Out-of-School Youth and/or Drop-outs | Daniel Valdez- Migrant SSP |
| Title I, Part A | Parent Representatives of Title I Students | Austria Pacheco, Carrie Cocke (PGE) |
| Title I, Part A - Foster Care | Local DFCS Contacts | Gail Finley |
| Title II, Part A | Principals | Ivy Smith |
| Title II, Part A | Teachers | Connor Butler |
| Title II, Part A | Paraprofessionals | Amanda Arrowood, Melanie Carter |
| Title II, Part A | Specialized Instructional Support Personnel | Kari Blanton, Samantha Mercer |
| Title II, Part A | Other Organizations or Partners with relevant and demonstrated expertise | Creasy Sermons, Coastal Plains RESA |
| Title I, Part A | Parents of English Learners | Van Vu, Huu Huynh |

Recommended and Additional Stakeholders

| Program | Position/Role | Name |
|---------------------|--|--|
| Multiple Program(s) | RESA Personnel | Laura Frizzell- Coastal Plains RESA (PL) Bobby Smith |
| Multiple Program(s) | Technical, College, or University Personnel | NA |
| Multiple Program(s) | Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members | NA |
| 21st CCLC | 21st CCLC Advisory Council Members | NA |
| Migrant | Local Head Start Representatives (regular and/or migrant Head Start agencies) | NA |
| Migrant | Migrant PAC Members | Austria Pacheco/Laura Yanez (MEP Parents) |
| Migrant | Local Farmer, Grower, or Employer | NA |

Recommended and Additional Stakeholders

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

| | |
|---|---|
| <p>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</p> | <p>Team members were selected based on the fact that those serving on the team are present and work with our Schools/District on a regular basis and have a working stakeholder knowledge of the vision and mission of the School/System. Team members have a vested interest in the successful operation of our system as an educational provider and offer their individual and unique perspectives to the overall vision of the challenge of Lowndes County School System (LCSS). Survey data was gathered from varied populations of stakeholders to ensure that a representative voice was heard in this process. District and School leaders selected internal and external stakeholders as they recognized their relationships, past participation, and general concern and/or support to our school system.</p> |
|---|---|

| | |
|--|--|
| <p>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?</p> | <p>LCSS works to ensure that every person in this system/process of education has an opportunity to be heard. Consistent updates to all relevant members of the CNA team and sub-teams are provided throughout the year. Access to information is available at every level and lines of communication are open from the individual classroom level to the Board of Education. Specifically in the CNA process, stakeholder representatives are invited to participate and provide input in the formal settings, as well as, in informal opportunities that may occur during the year. In FY 20 and FY 21, survey data was presented to various stakeholders (including parents, parents of subgroup representations) chosen for their specific relationships to LCS. This data was broad and open to address any areas of concern from the stakeholder groups. The data was received and analyzed by the members of the CLIP Team at the central office and incorporated into the development of the ongoing improvement plan.</p> |
|--|--|

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 | | |
|--|--|---|
| 1. Exemplary | 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. | |
| 2. Operational | The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards. | ✓ |
| 3. Emerging | The district processes for engaging and supporting schools in curriculum design without district process or support. | |
| 4. Not Evident | 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. | | |
|---|---|---|
| 1. Exemplary | 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. | |
| 2. Operational | The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools. | ✓ |
| 3. Emerging | The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools. | |
| 4. Not Evident | 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 | | |
|---|--|---|
| 1. Exemplary | 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. | |
| 2. Operational | The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments. | ✓ |
| 3. Emerging | The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments. | |
| 4. Not Evident | 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 | | |
|---|--|---|
| 1. Exemplary | 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. | |
| 2. Operational | The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning. | ✓ |
| 3. Emerging | The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning. | |
| 4. Not Evident | 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 |
|---|-------|
| 1. Instructional Leadership: 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. | |
| 3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures. | |
| 4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources. | |
| Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . | |

Teacher Keys Effectiveness System- Standard

| Standard | Score |
|--|-------|
| 2. Instructional Planning: 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. | |
| 3. Instructional Strategies: 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. | |
| Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . | |
| 4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences. | |
| 5. Assessment Strategies: 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. | |
| 6. Assessment Uses: 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. | |
| 8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners. | |
| Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . | |

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 | | |
|--|--|---|
| 1. Exemplary | 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. | |
| 2. Operational | 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. | ✓ |
| 3. Emerging | 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. | |
| 4. Not Evident | 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 | | |
|---|---|---|
| 1. Exemplary | 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. | |
| 2. Operational | 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. | ✓ |
| 3. Emerging | The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching. | |
| 4. Not Evident | 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 | | |
|---|---|---|
| 1. Exemplary | Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching. | |
| 2. Operational | The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching. | ✓ |
| 3. Emerging | The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching. | |
| 4. Not Evident | 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 | | |
|--|---|---|
| 1. Exemplary | A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations. | |
| 2. Operational | The district regularly uses an established process to align policies, procedures, and practices with laws and regulations. | ✓ |
| 3. Emerging | A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis. | |
| 4. Not Evident | 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 | | |
|---|--|---|
| 1. Exemplary | Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching. | |
| 2. Operational | The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching. | ✓ |
| 3. Emerging | The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently. | |
| 4. Not Evident | 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 | | |
|---|--|---|
| 1. Exemplary | 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. | |
| 2. Operational | The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals. | ✓ |
| 3. Emerging | 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. | |
| 4. Not Evident | 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 | | |
|---|---|---|
| 1. Exemplary | A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning. | |
| 2. Operational | At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning. | ✓ |
| 3. Emerging | 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. | |
| 4. Not Evident | 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 | | |
|--|---|---|
| 1. Exemplary | 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. | |
| 2. Operational | The district uses protocols and processes for problem solving, decision-making, and removing barriers. | ✓ |
| 3. Emerging | District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent. | |
| 4. Not Evident | 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 | | |
|--|--|---|
| 1. Exemplary | 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. | |
| 2. Operational | The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives. | ✓ |
| 3. Emerging | 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. | |
| 4. Not Evident | 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 | | |
|---|--|---|
| 1. Exemplary | 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. | |
| 2. Operational | 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. | ✓ |
| 3. Emerging | 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. | |
| 4. Not Evident | 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 |
|---|-------|
| 1. Instructional Leadership: 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. | |
| 2. School Climate: 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 |
|--|-------|
| 3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures. | |
| 4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources. | |
| 5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel. | |
| 6. Teacher/Staff Evaluation: 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. | |
| 7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession. | |
| 8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders. | |
| Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . | |

Teacher Keys Effectiveness System- Standard

| Standard | Score |
|--|-------|
| 9. Professionalism: 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. | |
| Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . | |

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 | | |
|--|--|---|
| 1. Exemplary | 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. | |
| 2. Operational | Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district. | ✓ |
| 3. Emerging | Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district. | |
| 4. Not Evident | 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 | | |
|---|---|---|
| 1. Exemplary | The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district. | |
| 2. Operational | 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. | ✓ |
| 3. Emerging | 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. | |
| 4. Not Evident | 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 | | |
|---|---|---|
| 1. Exemplary | The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students. | |
| 2. Operational | The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs. | ✓ |
| 3. Emerging | The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs. | |
| 4. Not Evident | 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 | | |
|---|---|---|
| 1. Exemplary | 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. | |
| 2. Operational | The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed. | ✓ |
| 3. Emerging | 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. | |
| 4. Not Evident | 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 |
|--|-------|
| 4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources. | |
| 5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel. | |
| 6. Teacher/Staff Evaluation: 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. | |
| 7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession. | |
| 8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders. | |
| Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . | |

Teacher Keys Effectiveness System- Standard

| Standard | Score |
|--|-------|
| 1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. | |
| 9. Professionalism: 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. | |
| 10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning. | |
| Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . | |

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 | | |
|--|---|---|
| 1. Exemplary | 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. | |
| 2. Operational | Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district. | ✓ |
| 3. Emerging | Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district. | |
| 4. Not Evident | 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 | | |
|---|---|---|
| 1. Exemplary | The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders. | |
| 2. Operational | Structures which promote clear and open communication between schools and stakeholders have been effectively established. | ✓ |
| 3. Emerging | The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely. | |
| 4. Not Evident | 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 | | |
|--|---|---|
| 1. Exemplary | The district engages family and community members to take leadership roles in feedback and problem-solving activities throughout the district. | |
| 2. Operational | The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district. | ✓ |
| 3. Emerging | Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district. | |
| 4. Not Evident | 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 | | |
|--|--|---|
| 1. Exemplary | Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders. | |
| 2. Operational | The district consistently communicates policies and procedures in a timely manner to relevant audiences. | ✓ |
| 3. Emerging | Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent. | |
| 4. Not Evident | 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 | | |
|---|--|---|
| 1. Exemplary | 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. | |
| 2. Operational | 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. | ✓ |
| 3. Emerging | 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. | |
| 4. Not Evident | 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 |
|---|-------|
| 2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders. | |
| 8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders. | |
| Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . | |

Teacher Keys Effectiveness System- Standard

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

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 | | |
|--|---|---|
| 1. Exemplary | 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. | ✓ |
| 2. Operational | The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning. | |
| 3. Emerging | Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning. | |
| 4. Not Evident | 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 | | |
|--|--|---|
| 1. Exemplary | 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. | |
| 2. Operational | The district provides, coordinates, and monitors student support systems and services. | |
| 3. Emerging | The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring. | ✓ |
| 4. Not Evident | 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 | | |
|--|--|---|
| 1. Exemplary | 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. | |
| 2. Operational | The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance. | ✓ |
| 3. Emerging | The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district. | |
| 4. Not Evident | 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 |
|--|-------|
| 1. Instructional Leadership: 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. | |
| 2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders. | |
| 3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures. | |
| 4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources. | |
| 5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel. | |
| 6. Teacher/Staff Evaluation: 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. | |
| 7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession. | |
| 8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders. | |
| Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . | |

Teacher Keys Effectiveness System- Standard

| Standard | Score |
|--|-------|
| 1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. | |
| 2. Instructional Planning: 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. | |
| 3. Instructional Strategies: 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. | |
| 4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences. | |
| 5. Assessment Strategies: 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. | |
| 6. Assessment Uses: 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. | |
| 7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all. | |
| 8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners. | |
| 9. Professionalism: 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. | |
| 10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning. | |
| Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . | |

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).

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| <p>What perception data did you use? [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]</p> | <p>LCSS district leaders identified three target areas for improvements (leadership, learning, and resources) and selected approximately 50 stakeholders representing all schools, the district office, and the community. The stakeholders used current school and system improvement plans, CCRPI data, School Climate data, student achievement data, and surveys results in identifying its needs. Also, the district representatives used the findings from the most recent AdvancED report (February 2018).</p> <p>Annually, LCSS uses an internal climate and culture survey to make decisions related to staffing and the allocation of resources.</p> |
| <p>What does the perception data tell you? (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> | <p>In December 2017, after the analysis of data, stakeholder committee groups reached consensus on goals, measurable objectives, and determined actions for each with timelines, funding, persons responsible, and means of evaluation. The creation of this five-year plan has multiple action steps to be implemented each year.</p> <p>Based on annual perception data, within the leadership realm, we found the need to involve more stakeholders to increase student attendance and college and career readiness awareness. Additionally, it became very apparent that we need to put a process in place to identify, develop, and support aspiring leaders. In the learning realm, we noticed the need to engage our teachers more in data analysis activities which would lead to higher student engagement. Through this data analysis, it would also help us to identify students who are struggling and need more non-traditional assistance. Within the resource realm, we found the need to implement more effective PLCs, to attract and employ quality, diverse personnel, and to use technology and digital resources to reach instructional learning targets.</p> |
| <p>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)</p> | <p>Classroom observation data (formal and informal) and data from a technology based observation tool (ELEOT) to determine student engagement.</p> |

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| <p>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?”)</p> | <p>In reviewing the process data sources, we found the need to examine all of our processes, initiatives, programs, and assessments to ensure ensure that they are provide the systematic and sustainable improvements we need. Additionally, our process data uncovered the need for us to develop, implement, and monitor a system-wide instructional framework to ensure that rigorous, differentiated, and personalized learning opportunities were being provided to our students.</p> |
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| <p>What achievement data did you use?</p> | <p>Achievement data included common assessments, benchmark data, various online learning program data, and annual summative data.</p> |
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| <p>What does your achievement data tell you?</p> | <p>Based on Spring 2022 GMAS EOG & GMAS EOC tests, LCSS students are moving towards to reaching its pre-pandemic achievement levels. Spring 2022 was the first administration since Spring 2019 in which the school system tested a minimum of 95% of its enrolled students.</p> <p>Percentage of L3 and L4 students in ELA EOG- (Spring 2022/Spring 2019)</p> <p>3rd Grade: 46.2%/50%</p> <p>4th Grade: 50.2%/56%</p> <p>5th Grade: 53.9%/49%</p> <p>6th Grade: 49.9%/58%</p> <p>7th Grade: 42.2%/50%</p> <p>8th Grade: 51.4%/59%</p> <p>Percentage of L3 and L4 students in Math EOG- (Spring 2022/Spring 2019)</p> <p>3rd Grade: 64.4%/68%</p> <p>4th Grade: 68.3%/66%</p> <p>5th Grade: 60.9%/54%</p> <p>6th Grade: 54.1%/59%</p> <p>7th Grade: 50.8%/58%</p> <p>8th Grade: 60.6%/58%</p> <p>Percentage of L3 and L4 students in Science EOG - (Spring 2022/Spring 2019)</p> <p>5th Grade: 60.3%/53%</p> <p>8th Grade: 54.4%/58%</p> <p>Percentage of L3 and L4 students in Social Studies EOG - (Spring 2022/Spring 2019)</p> <p>8th Grade: 55.7%/52%</p> <p>Percentage of L3 and L4 students in ELA EOC - (Spring 2022/Spring 2019)</p> <p>American Literature & Composition EOC: 60%/46%</p> <p>Percentage of L3 and L4 students in Math EOC - (Spring 2022/Spring 2019)</p> <p>Geometry EOC: 71.1%/41%</p> <p>Percentage of L3 and L4 students in Science EOC - (Spring 2022/Spring 2019)</p> <p>Biology EOC: 79.9%/59%</p> |
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| | <p>Percentage of L3 and L4 students in Social Studies EOC - (Spring 2022/Spring 2019) US History EOC: 63%/62% Based on historical trend patterns, LCSS students continue to outperform their RESA counterparts in most academic areas.</p> <p>Based on trend data, LCSS continues to perform as well as other comparable systems that have a similar demographic makeup to include similar ethnicities, level of poverty, the percentage of students with disabilities, and the percentage of English learners.</p> |
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| <p>What demographic data did you use?</p> | <p>Racial/ethnic, subgroup data, special population data, and various other demographic data points were used to examine student trends. Many of these demographic fields are reported by parents during the registration process.</p> |
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| <p>What does the demographic data tell you?</p> | <p>There hasn't been any significant change in enrollment most of the ethnic subgroups or the federal reporting subgroups with the exception of our Immigrant population. In 2020-2021, Lowndes was recognized for a significant increase in the percentage of Immigrant students enrolled for the FY 21 and that trend has held steady through 2022. We continue to monitor the achievement of various demographic subgroups to ensure that they are meeting the academic expectations and the learning targets established at each school.</p> |
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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

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| <p>Coherent Instructional: 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> | <ul style="list-style-type: none"> ● Lexile scores are lower than desired across the District ● writing scores should be higher ● ELA scores (in general) should be higher as they reflect little growth across the district ● Lack of rigor in Tier 1 instruction and expectations across all content areas ● Parent/community engagement opportunities and participation should increase in the teaching & learning process ● Focus on increasing the reading ability of subgroups ● Professional Learning initiatives have shifted from teachers/administrators "going" for PL and more direct, precise, and specific PL needs are addressed within and provided by the District ● Focus on using high-impact strategies as listed in the LCSS Instructional Framework ● An identified need for additional Professional Learning Leadership is needed as more of the responsibility has fallen on the shoulders of Curriculum personnel. |
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| <p>Effective Leadership: 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> | <ul style="list-style-type: none"> ● LKES data correlates very well with student achievement data ● Overall, leadership opportunities are available for LCSS educators at the school and District levels but should increase. A large number of current District and School leaders are eligible for retirement within the next few years. ● Though there is sufficient data to demonstrate high student achievement in LCSS, the mindset within the system is one of constant need to improve ● There is a verifiable commitment to Professional Learning at the school and District levels. ● There is a need for consistent leadership development participation in an aspiring leaders program ● LCSS will have a new Superintendent for the first time in 10 years. |
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Strengths and Challenges Based on Trends and Patterns

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| <p>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?</p> | <ul style="list-style-type: none"> ● Very high and consistent Professional Qualifications percentage ● Professional Learning is emphasized through Professional Learning Communities (PLCs) across the District ● Incorporating technology/digital resources in PLCs to increase achievement ● SEEDS (new teacher mentoring program) helps build a successful staff and aids in teacher retention for the District. Formally a District initiative, Principals have preferred to provide a more direct new teacher support program at their schools. This will continue in FY 23. ● Attention to content-specific endorsement needs ● Based on student performance data, there is a need to strengthen the Professional Learning support with lead Academic/Instructional Coaches that focus specifically on math and literacy ● Provide multiple PL opportunities for all leaders at every level ● "One Lowndes" - the driving mantra to afford every child at every school the same high level of education (i.e. equity throughout the District) ● Professional Learning opportunities have shifted from teachers/administrators "going" for PL from outside providers to more direct, precise, and specific PL needs are addressed within and provided by the District. By taking this approach, more funds are needed to pay teachers for off-contract time for PL. (This lessens the needs for teachers to be out of class during the instructional year). ● Leading and implementing effective Professional Learning has been absorbed in the roles of the Curriculum Directors and Assistant Superintendent for Teaching and Learning. There is an identified need to take this responsibility from those Directors and identify a single position to establish and implement effective PL in conjunction with the curriculum leaders, Principals, Coaches, and staff at the schools. |
| <p>Family and Community Engagement: 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> | <ul style="list-style-type: none"> ● Effective parent participation differs within the System and from school-to-school. Title I schools get lots of participation with entertaining events (concerts, plays, performances) in conjunction with Title I input meetings, but struggle to get participation with school support efforts. ● Other schools have a lot of parent/community "traffic" in their schools, but may struggle to get that channeled into productive efforts. Isolated pockets/programs get great parent/community support within the System, but most of that is for extra-curricular focus. ● Non-Title schools have PTO meetings and/or structures/meetings similar to Parent Action Team meetings to analyze trends and solicit feedback from all stakeholder groups. ● The community in general rates the System very favorably and seems to indicate confidence and appreciation in the direction of the System as a whole. ● There is a need to find more and different ways of gathering stakeholder input at the School/District level |

Strengths and Challenges Based on Trends and Patterns

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| <p>Supportive Learning Environment: 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> | <ul style="list-style-type: none"> ● CNAs/DIPs/SIPs highlight the specific needs at each school/site. ● Considerations are given when analyzing the overall goals for each facility with the supportive learning environment in mind. ● The District looks for trends and needs that may be more prevalent across the District ● Social/Emotional Learning needs of students have emerged due to the pandemic ● Increased focus and training on the effects of trauma and the emotional impact on students ● Need for diversity awareness training for the staff as it relates to increased student achievement ● The District continues to look for ways to support teachers instructionally, physically & emotionally. |
| <p>Demographic and Financial: 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> | <ul style="list-style-type: none"> ● According to all available data, the Lowndes County School District performs better than the average in financial efficiency while accommodating growth. ● The most recent financial Star Rating found LCSS in the top 10 in the State for several years. |
| <p>Student Achievement: 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> | <ul style="list-style-type: none"> ● Constructed responses are difficult over all. Online testing has not been beneficial to special education students. Students tired after taking sections of ELA and Math as the test sessions were very long. ● Low scores in ELA ● Little change in scores across content areas ● GMAS data, formative assessment data, and CCRPI reports will help shape the directions of the efforts of the LCSS for all student groups and subgroups. ● PL directions for teachers and leaders will be prioritized in relations to the needs identified out of student achievement data. ● Inconsistent data over the last two years due to school closures/pandemic issues is a challenge ● Approximately only 88% of LCSS student participated in FY 21 standardized assessments (i.e. GMAS and EOC) |

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.

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| Strengths | <ul style="list-style-type: none"> ● The special education leadership and teachers recognize the importance of increasing student achievement, horizontal and vertical collaboration, student and parent involvement, engagement, and self-advocacy. ● The system holds monthly leadership meeting with special education administrators. Special education administrators meet with their staff on a regular basis. ● Special education teachers are included in Professional Learning Communities and professional development with their general education peers as well as with their special education cohorts. ● Special education teachers have content certification as well as special education certification. In grades 3-8, SWDs consistently surpass the State performance in Reading and Math. ● A new reading initiative 2021-2022 aimed specifically on increasing the Lexile levels of SWD |
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| Challenges | <ul style="list-style-type: none"> ● Focus on increasing the Lexile scores of SWDs in all grades ● Increase Post-Secondary Outcomes as well as American Literature and Composition and Biology scores at the high school level. ● While SWDs in Lowndes High School generally outperform SWDs in Georgia, there are areas in need of improvement. ● To extend the learning time of SWD to address gaps in skills, elementary and middle schools will each have a "flexible" academic time in which either ELA or math will be the focus. Many of our SWD will receive instruction in the general education classroom with a second dip of instruction in the small group ● Providing relevant access to current grade level standards while addressing gaps in skills |
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Title I - Part A - Improving Academic Achievement of Disadvantaged

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| Strengths | <ul style="list-style-type: none"> ● Academic Coaches at each school ● Class-size reduction teachers where possible ● technology- devices and connectivity ● flexibility in federal funding ● site-based decision making that addresses financial needs of each Title I school |
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| Challenges | <ul style="list-style-type: none"> ● Potential in reduction/ loss of federal funds may jeopardize current strategies in place ● Students limited access to Internet at home reduces instructional options ● Getting stakeholder input and stakeholder participation ● Reversing negative trends/habits created by necessary pandemic practices |
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Title I, Part A - Foster Care

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| Strengths | <ul style="list-style-type: none"> ● Relationships between the LEA and DFCS allow for a cooperative atmosphere ● Social workers are notified when students are placed in therapeutic homes to ensure services are coordinated ● Collaborative efforts between local agencies, LEA, and DFCS to ensure foster children have access to services and to minimize any disruptions ● -Established procedures already in place to address transportation needs ● -Relationship with LEA Transportation Director, social workers, and school administrations creates a cooperative atmosphere ● Created trauma assessment process to gather information from DFCS and developed meeting processes to improve services for foster children |
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| Challenges | <ul style="list-style-type: none"> ● Geographic distances between rural schools create longer transportation times for students ● Funding responsibilities- i.e. LEA vs DFCS ● LEA is not always contacted when foster children change foster homes until school changes have occurred ● Case managers transferring cases and not communicating with LEA to ensure seamless communications continue ● Foster children from other counties placed in homes within LEA school district without notifying LEA of status |
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Title I, Part A - Foster Care

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| | <ul style="list-style-type: none"> ● Contract service providers hosting foster homes in LEA school district with no local contact for DFCS due to the contract provider being the liaison for the child thus hindering communication ● Increased awareness and need for S/EL with specific groups of children (Foster Care, N&D) |
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Title I, Part A - Parent and Family Engagement

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| Strengths | <ul style="list-style-type: none"> ● Supportive community/involved stakeholders ● Overall stakeholder approval of District ● Utilizing a District-wide Coordinator for F&CE ● Flexibility of communicating and disseminating Title I information electronically. This has increased stakeholder input/participation. |
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| Challenges | <ul style="list-style-type: none"> ● Getting stakeholder feedback in decision-making processes ● Low parent participation in events geared toward school business |
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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.)

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| Strengths | <ul style="list-style-type: none"> ● Two Full-time SSPs ● Support for OSY/DOs ● Support for Pre-school students ● technology devices for OSY/DOs ● Collaborative community partners ● Active PAC |
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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.)

| | |
|------------|---|
| Challenges | <ul style="list-style-type: none"> ● Achievement gaps for MEP students: Specifically in ELA- using Milestones data- MEP students score 29% higher than other students in the Beginner level, 14% higher in the Developing level, 31% lower in the Proficient level, and 13% lower in the Distinguished level ● Annual allocations are generally low for current program needs |
|------------|---|

Title I, Part A and Title I, Part D - Neglected and Delinquent Children

| | |
|-----------|--|
| Strengths | <ul style="list-style-type: none"> ● Consistency of support through a contracted vendor ● Cooperative Site Leaders ● Technology support of District |
|-----------|--|

| | |
|------------|---|
| Challenges | <ul style="list-style-type: none"> ● Uncertain length of time students are in residence ● Virtual vs. Live instruction ● S/EL needs of students housed in N&D residential facilities |
|------------|---|

Title II, Part A - Supporting Effective Instruction

| | |
|-----------|---|
| Strengths | <ul style="list-style-type: none"> ● Historically strong reputation for T&L as a District (attractive for potential teachers) ● Academic Coaches at each school ● Collaborative environment with Coastal Plains RESA |
|-----------|---|

| | |
|------------|--|
| Challenges | <ul style="list-style-type: none"> ● Age of current District and School Leaders (nearing retirement) ● Inconsistent program for internally grooming Leadership ● low allocations to cover current plans ● Need for additional District-level Coaches to coordinate PL for specific content areas ● Need for additional funds to pay staff stipends for PL done during off-contract time (to reduce the out-of-class time for PL during the school |
|------------|--|

Title II, Part A - Supporting Effective Instruction

| | |
|--|--|
| | year). <ul style="list-style-type: none"> ● Need for a single District-level position to implement and oversee all PL initiatives for the District |
|--|--|

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.

| | |
|------------------|--|
| Strengths | <ul style="list-style-type: none"> ● Tremendously passionate and dedicated staff ● Focused professional learning is supported by the District and Principals ● Reading and Listening Domains on most recent ACCESS ● Supportive families |
|------------------|--|

| | |
|-------------------|--|
| Challenges | <ul style="list-style-type: none"> ● Writing and speaking domains ● restrictive budget ● Need for a District-wide Coordinator/Lead Teacher ● Turn over of teachers in EL positions ● Need for getting more language certified/endorsed teachers to help support ELs ● Scheduling for smaller populations creates conflicts for school-level administrators |
|-------------------|--|

Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

| | |
|------------------|--|
| Strengths | <ul style="list-style-type: none"> ● McKinney Vento Grant Recipient ● Designated homeless case manager to overcome barriers hindering academic performance and attendance. ● Tutoring program provided through the grant. ● Transportation services offered to ensure transportation available in rural areas to ensure students remain in school of origin when in their best interest. |
|------------------|--|

Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

| | |
|--|---|
| | <ul style="list-style-type: none"> ● Professional learning provided to all staff, classified and certified. ● Collaborative efforts between central enrollment and homeless liaison ensures increased identification to provide expeditious services to HCY. ● Collaborative partnerships established with local shelters, hotels, and other areas frequented by families experiencing homelessness. |
|--|---|

| | |
|-------------------|---|
| Challenges | <ul style="list-style-type: none"> ● Identification of HCY when already enrolled in LEA. ● Access to services unique to rural areas of LEA. ● Arranging transportation for transient students given large land mass of LEA school district; avoiding long commutes. ● Identifying HCY in need of tutoring expeditiously to avoid gaps in learning. ● Building sensitivity and awareness of student needs with staff while maintaining confidentiality of HCY |
|-------------------|---|

Title I, Part A - Equitable Access to Effective Educators

| | |
|------------------|--|
| Strengths | <p>In analyzing the most recent Equity data, Title I (school-wide) schools measure favorably compared with non-Title schools within the District in providing quality educators. The comparisons below indicate that Title I schools have favorable percentages (averages) in the equity areas shown:</p> <ul style="list-style-type: none"> ● Inexperienced Teachers- Title I schools= 30.4% . Non-Title I Schools= 30.3% ● Emergency/Provisional Certificates- Title I schools= 2.2% . Non-Title I Schools= 3.5% ● Out-of-Field Percentage (All Courses)- Title I Schools= 5.0% Non-Title I Schools= 6.17% ● TAPS (Summative Mean) - Title I= 21.32. Non-Title Schools= 21.04 ● NOTE: FY 20, FY 21, and FY 22 data is unavailable due to school closure and/or lack of data provided by GaDOE |
|------------------|--|

| | |
|-------------------|--|
| Challenges | <p>Maintaining an equitable distribution of professionally qualified and high performing teachers at all schools LCSS with consideration to Title schools is the main focus. Though this is difficult to predict since each principal interviews and recommends his/her own staff, equity is held in the balance of the building-level administrators. Administrator communication and the common mindset of expectations drives the continued practice of hiring the best teacher candidates and most capable staff at each school.</p> |
|-------------------|--|

Title IV, Part A - Student Support and Academic Enrichment

| | |
|------------------|--|
| Strengths | LCSS has chosen to transfer these funds to other grant areas for FY 23 and, therefore, omits Title IV, Part A as an impacted program/funding source. |
|------------------|--|

| | |
|-------------------|--|
| Challenges | LCSS has chosen to transfer these funds to other grant areas for FY 23 and, therefore, omits Title IV, Part A as an impacted program/funding source. |
|-------------------|--|

Title V, Part B - Rural Education

| | |
|------------------|--|
| Strengths | NA- NOT APPLICABLE TO LOWNDES COUNTY SCHOOLS |
|------------------|--|

| | |
|-------------------|--|
| Challenges | NA- NOT APPLICABLE TO LOWNDES COUNTY SCHOOLS |
|-------------------|--|

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 academic achievement and student growth on standardized assessments |
| How severe is the need? | High |
| Is the need trending better or worse over time? | Better |
| Can Root Causes be Identified? | No |
| Priority Order | 1 |

| | |
|---------------------------|--|
| Additional Considerations | Increasing rigor in instructional expectations has been identified as a root causes for increasing academic achievement and student growth on standardized assessments. A lack of rigor in daily instruction and consistent expectations across all content areas were reported trends across the school system. The LCSS Strategic Plan has as one of the system goals to ensure common assessments/assignments and evidence-based instructional practices align to the rigor of the standards to include critical thinking, collaborative problem solving, creativity, and inquiry-based learning. A major component to addressing this need is through professional learning support provided by school- level Instructional/Academic Coaches and instructional lead teachers as leaders of the Professional Learning Communities (PLCs). |
|---------------------------|--|

Overarching Need # 2

| | |
|---|---|
| Overarching Need | Building the social/emotional learning capacity of all students |
| 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 | Emerging and exacerbated by the pandemic. |
|---------------------------|---|

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 academic achievement and student growth on standardized assessments

Root Cause # 1

| | |
|--|--|
| Root Causes to be Addressed | Static academic growth/achievement |
| This is a root cause and not a contributing cause or symptom | No |
| 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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : Liocal PLCs |

| | |
|----------------------|--|
| Additional Responses | <ul style="list-style-type: none"> ● Provide collaborative opportunities for grade/content-alike teachers during in-service days- vertical and horizontal teaming ● Provide directed questions to PLCs that will address specific concerns related to student achievement ● Provide additional classroom support for students in conjunction with family/home support and communication to increase student achievement ● Implement/continue PBIS to improve the emotional, social, and academic outcomes for students ● Provide teachers with PL opportunities/support through the effective use of Academic Coaches and Instructional Lead Teachers at the school level ● Provide more internal PL during off-contract time in order to provide focused, |
|----------------------|--|

Root Cause # 1

| | |
|----------------------|--|
| Additional Responses | <p>specific, and concentrated development for teachers while lowering the time out of class with students</p> <ul style="list-style-type: none"> ● Provide vertical teaming opportunities for teachers to help direct transition-related concerns of students ● Provide additional support through PL incorporating District-wide Coaches for ELA and math ● Provide District-level direction and support of PL initiatives through a designated PL Administrator/Director for the System |
|----------------------|--|

Root Cause # 2

| | |
|--|---|
| Root Causes to be Addressed | Need to focus on elements at the domain levels |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | <p>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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :</p> |

| | |
|----------------------|--|
| Additional Responses | <ul style="list-style-type: none"> ● Increased focus to domain level in each content area ● Successful implementation of PLCs to focus on content area domains ● Provide direct support to school leadership teams with monitoring visits to address progress on improvement plan goals |
|----------------------|--|

Root Cause # 3

| | |
|--|--|
| Root Causes to be Addressed | ELA/writing/reading continue to produce lower achievement results than desired |
| This is a root cause and not a contributing cause or symptom | No |
| 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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders 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 | <ul style="list-style-type: none"> ● Increase the use of the rubrics to instruct, evaluate, and provide feedback on student work ● Successful implementation of PLCs to focus on content area domains ● Provide directed questions to PLCs that will address specific concerns related to student achievement ● Provide teachers with PL opportunities/support through the effective use of Academic Coaches and Instructional Lead Teachers at the school level ● Incorporate a District-wide ELA Coach to work with staff on specific PL for ELA ● Provide vertical teaming opportunities for teachers to help direct transition-related concerns of students ● Provide evidence based reading program for SWD ● Provide special education support personnel to assist and monitor progress with the SWD reading initiative. |
|----------------------|--|

Root Cause # 4

| | |
|--|---|
| Root Causes to be Addressed | Lack of rigor in instructional expectations |
| This is a root cause and not a contributing cause or symptom | No |
| This is something we can affect | Yes |
| Impacted Programs | <p>IDEA - Special Education</p> <p>School and District Effectiveness</p> <p>Title I - Part A - Improving Academic Achievement of Disadvantaged</p> <p>Title I, Part A - Foster Care Program</p> <p>Title I, Part A - Parent and Family Engagement Program</p> <p>Title I, Part C - Education of Migratory Children</p> <p>Title I, Part D - Programs for Neglected or Delinquent Children</p> <p>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders</p> <p>Title III - Language Instruction for English Learners and Immigrant Students</p> <p>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program</p> <p>Others :</p> |

| | |
|----------------------|---|
| Additional Responses | <ul style="list-style-type: none"> ● Increase the use of the rubrics to instruct, evaluate, and provide feedback on student work ● Improve student engagement during classroom instruction ● Integrating the available technology resources into directed learning experiences for students to increase achievement ● Support instruction with available digital resources to compliment/enhance regular instruction in the classroom ● The District will gather input and support from our constituents and increase opportunities for stakeholder engagement ● Provide evidence based reading program for SWD ● Provide special education support personnel to assist and monitor progress with the students involved in the SWD reading initiative. |
|----------------------|---|

Overarching Need - Building the social/emotional learning capacity of all students

Root Cause # 1

| | |
|--|--|
| Root Causes to be Addressed | Building the social/emotional learning capacity of students and staff |
| 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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders 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 | <ul style="list-style-type: none"> Based on a CNA meeting (April 30, 2021) with internal District stakeholders, it was determined a justified to address the S/EL needs of both students and staff |
|----------------------|---|

Root Cause # 2

| | |
|--|---|
| Root Causes to be Addressed | Lack of equity and diversity awareness among the students and staff |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | School and District Effectiveness |

| | |
|----------------------|--|
| Additional Responses | |
|----------------------|--|

Root Cause # 3

Root Cause # 3

| | |
|--|--|
| Root Causes to be Addressed | Create more accessible opportunities for family/community engagement and improve communication and input |
| This is a root cause and not a contributing cause or symptom | No |
| This is something we can affect | Yes |
| Impacted Programs | School and District Effectiveness Title I, Part A - Parent and Family Engagement Program |

| | |
|----------------------|--|
| Additional Responses | <ul style="list-style-type: none"> ● Incorporate student incentives tied to attendance goals through PBIS/school behavior initiatives |
|----------------------|--|



District Improvement Plan 2022 - 2023



Lowndes County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

| | |
|--|---|
| District | Lowndes County |
| Team Lead | Rodney Green/Herb Hamilton |
| Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply) | Traditional funding (all Federal funds budgeted separately) |
| Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements. | |
| Transfer Title II, Part A to: | NO FUNDS TRANSFERRED |
| Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s) | NA |

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

| Factors(s) Used by District to Identify Students in Poverty (Select all that apply) | |
|---|---|
| <input checked="" type="checkbox"/> | Free/Reduced meal application |
| <input checked="" 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 academic achievement and student growth on standardized assessments |
| Is Need # 1 also an Equity Gap? | Yes |
| Root Cause # 1 | ELA/writing/reading continue to produce lower achievement results than desired |
| Root Cause # 2 | Lack of rigor in instructional expectations |
| Root Cause # 3 | Need to focus on elements at the domain levels |
| Root Cause # 4 | Static academic growth/achievement |
| Goal | As student achievement does not meet District expectations, Lowndes County Schools will annually increase student growth and performance based on all available formative and summative assessment data. |

Equity Gap

| | |
|------------|-------------------|
| Equity Gap | TAPS Distribution |
|------------|-------------------|

| | |
|---------------------|--|
| 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 Gap

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

Action Step # 1

| | |
|--------------------------------------|---|
| Action Step | (Leadership Capacity) - Support participation of candidates in an aspiring leaders program at the district level |
| Funding Sources | N/A |
| Subgroups | N/A |
| Systems | Effective Leadership |
| Method for Monitoring Implementation | Participants will be able to demonstrate what they have learned in relation to the program content and domains of school leadership, effectiveness of the program will be monitored by the selection of participants in future administrative vacancies |
| Method for Monitoring Effectiveness | LKES Summative score for internal candidates |
| Position/Role Responsible | District Leadership |
| Evidence Based Indicator | Strong |

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

| | |
|--|---|
| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | Post-secondary Ed. Leadership resources, internal PL resources, Coastal Plains RESA |
|--|---|

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)? | Post-secondary Ed. Leadership resources, internal PL resources, Coastal Plains RESA |
|--|---|

Action Step # 2

| | |
|--------------------------------------|--|
| Action Step | (Learning Capacity) - Developing a professional learning culture that increases student achievement through job-embedded professional learning (e.g., data teams, examining student work, assessment development and analysis, professional learning communities, coaching, etc.). |
| Funding Sources | Title I, Part A Title I, Part C Title II, Part A Title III, Part A IDEA McKinney-Vento |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Professional Capacity |
| Method for Monitoring Implementation | PLC agendas, sign-in sheets, minutes, and notes; administrator meetings; school level feedback provided by the Georgia School Personnel Survey |
| Method for Monitoring Effectiveness | Average summative score on Academically Challenging Environment and Positive Learning Environment (TKES Standards #7 and #8) |
| Position/Role Responsible | T&L Staff |
| Evidence Based Indicator | Strong |

Action Step # 2

| | |
|-----------------------------|---------|
| 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)? | Coastal Plains RESA, Local post-secondary educational programs |
|--|--|

Action Step # 3

| | |
|--------------------------------------|---|
| Action Step | (Resource Capacity) - Using technology and digital resources in a job-embedded (e.g., coaching, study groups, demonstrations, observations, etc.) environment to effectively to reach instructional goals through the implementation of effective Professional Learning Communities |
| Funding Sources | Title II, Part A N/A |
| Subgroups | N/A |
| Systems | Coherent Instruction Professional Capacity |
| Method for Monitoring Implementation | Agendas, sign-in sheets, notes, shared resources, the use of the ELEOT observation tool to demonstrate growth over the baseline year (FY 18) during system initiated observations and Engagement Review Team observations |
| Method for Monitoring Effectiveness | ELEOT observation feedback from T&L school monitoring visits |
| Position/Role Responsible | T&L Staff, Academic/Instructional Coaches, School Technology committees |
| Evidence Based Indicator | Strong |

Action Step # 3

| | |
|-----------------------------|--------|
| 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)? | Coastal Plains RESA |
|--|---------------------|

Action Step # 4

| | |
|--------------------------------------|---|
| Action Step | (Leadership Capacity) Expand the capacities to generate strategies for implementing impactful stakeholder engagement |
| Funding Sources | Title I, Part A N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Effective Leadership Family and Community Engagement |
| Method for Monitoring Implementation | Agendas, sign-in sheets, notes from meetings, survey results |
| Method for Monitoring Effectiveness | LKES Standard #8- Communication and Community Relations |
| Position/Role Responsible | District Directors |
| Evidence Based Indicator | Strong |

Action Step # 4

| | |
|-----------------------------|--------|
| 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)? | School-level teacher leaders with exemplary strategies for stakeholder involvement in instructional delivery, District task force to identify/communicate best current classroom practices |
|--|--|

Action Step # 5

| | |
|--------------------------------------|---|
| Action Step | (Learning Capacity) – Using Leadership specific to Professional Learning, instructional coaches (both District and School-level), instructional lead teachers, and/or instructional specialists to support job-embedded professional learning (e.g., coaching, modeling, providing feedback, etc.) that increases student achievement and teacher effectiveness |
| Funding Sources | Title I, Part A Title II, Part A N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Professional Capacity |
| Method for Monitoring Implementation | PL agendas, PLC meeting agendas, sign-in sheets, minutes, and notes; administrator meetings; individual instructional coaching plans |
| Method for Monitoring Effectiveness | Coaching plans, formative and summative assessment analysis, TKES Standards #3 and #4 (Instructional Delivery) and #5 and #6 (Assessment Of and For Learning) |

Action Step # 5

| | |
|---------------------------|---|
| Position/Role Responsible | T&L Staff, Academic/Instructional Coaches, Principals |
| Evidence Based Indicator | Strong |

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

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

Action Step # 6

| | |
|-----------------|---|
| Action Step | Based on District and School performance data, a concentrated effort will direct Professional Learning opportunities to areas of need during off-contract time for staff. |
| Funding Sources | Title I, Part A Title II, Part A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant |
| Systems | Coherent Instruction Professional Capacity |

Action Step # 6

| | |
|--------------------------------------|--|
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation | Sign in sheets, Agendas, lesson plans |
| Method for Monitoring Effectiveness | Student performance data, evidence in change of practice |
| Position/Role Responsible | District and School Leadership, Coaches |
| Evidence Based Indicator | Strong |

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

| | |
|--|--|
| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | Coastal Plains RESA, other PL providers (when appropriate) |
|--|--|

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

| | |
|---|--|
| Overarching Need as identified in CNA Section 3.2 | Building the social/emotional learning capacity of all students |
| Is Need # 1 also an Equity Gap? | Yes |
| Root Cause # 1 | Building the social/emotional learning capacity of students and staff |
| Root Cause # 2 | Create more accessible opportunities for family/community engagement and improve communication and input |
| Root Cause # 3 | Lack of equity and diversity awareness among the students and staff |
| Goal | Lowndes County Schools will annually demonstrate a positive impact on the social, emotional, and cultural needs of the whole Viking Family (its stakeholders- both internal and external) as measured in available climate perception data |

Equity Gap

| | |
|------------|---------------------------|
| Equity Gap | CCRPI Star climate rating |
|------------|---------------------------|

| | |
|---------------------|--|
| 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 Gap

| | |
|----------------------|---|
| Equity interventions | EI-9 Evaluate and monitor the working environment in support of a positive school climate |
|----------------------|---|

Action Step # 1

| | |
|--------------------------------------|---|
| Action Step | Implement effective social/emotional learning curriculum with staff and students by building skills and providing support and reflected in the number of guidance referrals. |
| Funding Sources | N/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 |
| Method for Monitoring Implementation | SWARM and Counseling referrals. SWIS data. School Climate Survey. |
| Method for Monitoring Effectiveness | Expect an increase in counseling and social work referrals for emotional support as the Viking Family recognizes the help available and the stigma to receive help is removed. Collect qualitative data relative to material delivered. |
| Position/Role Responsible | Counselors, Social Workers, SEL specialist, all certified staff. |
| Evidence Based Indicator | NA |

Timeline for Implementation Quarterly

Action Step # 1

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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 # 2

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| Action Step | LCSS will provide guidance and implement diversity awareness with the staff |
| Funding Sources | N/A |
| Subgroups | N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Professional Capacity |
| Method for Monitoring Implementation | Survey data, sign in sheets from training, implementation of the cultural component of the LCS Framework |
| Method for Monitoring Effectiveness | Collect qualitative data relative to material delivered. |
| Position/Role Responsible | District Staff & Administrators |
| Evidence Based Indicator | NA |

Action Step # 2

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| 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)? | |
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Action Step # 3

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| Action Step | LCSS will implement positive behavior interventions to reduce the loss of instructional time due to dispositions measured in the student discipline documentation |
| Funding Sources | N/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 |
| Method for Monitoring Implementation | Infinite Campus reports, SWIS data |
| Method for Monitoring Effectiveness | Lower referrals, less suspensions |
| Position/Role Responsible | Administrators |
| Evidence Based Indicator | NA |

Action Step # 3

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| Timeline for Implementation | Yearly |
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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 # 4

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| Action Step | LCSS will increase and diversify the opportunities for stakeholder input |
| Funding Sources | N/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 |
| Method for Monitoring Implementation | Sign in sheets, survey results, electronic polls/responses |
| Method for Monitoring Effectiveness | Qualitative and quantitative feedback from all stakeholder groups gathered throughout the year |
| Position/Role Responsible | Director of Federal Programs, T&L Department |
| Evidence Based Indicator | NA |

Action Step # 4

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| 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)? | |
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4. REQUIRED QUESTIONS

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

Required Questions

Coordination of Activities

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| <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>LCSS expects parent, community, and employee input in all facets of the operation of our District. Opportunities for input are given at the school and District levels. Our monthly school board meetings allow stakeholders to voice pertinent concerns. Additionally, survey data, informal and formal conversations with school system staff, school meetings, and other similar meeting opportunities allow stakeholders to provide feedback. Specifically, for Title II, LCSS analyzes the available achievement data, stakeholder perspectives, and trends in student growth and performance. Based on this ongoing analysis, LCSS prescribes professional learning that should address the most glaring needs in staff training to help address the current District goals. Our current path utilizes Title II, Part A funds to address the demands of Professional Learning Communities (PLCs) and to increase teacher effectiveness at each school. The District's greatest effort to achieve this is by providing an Instructional Coach to serve the staff at the individual school level through the use of federal funds. As this effort has grown, there is an emerging need to provide a "lead" coach to help coordinate and implement the PL efforts at each school and to provide support to the school-based Coach. We, also, address the orientation, induction, and retention of new employees to LCSS through our SEEDS Mentoring program. This program has been modified as Principals have preferred to forego a District-driven program for a school-level approach to new teacher orientation and mentorship. All of the PL strategies provided by Title II, Part A are carefully weighed in the local planning and budgeting process by using all available funding sources to maximize our District's initiatives. Title IV, Part A funds, for example, have historically transferred into Title II which allows LCSS to continue with initiatives that are proving to be effective in increasing student achievement. By carefully designating all available funds, LCSS is able to maximize its efforts into the current course of improvement for all students. The 5-year Strategic Plan was created, drafted, and board approved in December 2017 by a team of approximately 50 stakeholders representing the school board, all schools (an administrator, a teacher, and a parent), the district office staff, local business leaders, and a representative representing our local military families. The team met and worked for over four months to develop a five-year strategic plan. In 2018, a collective group of district stakeholder groups was assembled to help drive the accreditation process for FY 18 leading into FY 19. From that process, a representative group had multiple opportunities to provide input into the current performance and the long-range vision of the District. At the beginning of the school year, we create a scrolling marquee for each school to utilize during its Open House events. The looping message is a condensed version of the district's improvement plan for parents to review.</p> |
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Coordination of Activities

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| | <p>Additionally, parents are encouraged to contact the building principal for questions, comments, or suggestions for the district improvement plan. For FY 22, an analysis of the teacher data in SLDS indicates that Title I schools appear to be overwhelmingly equitable with the non-Title schools in the District. Only one Title school (LPES) showed a higher percentage of inexperienced teachers than the District average. One other school (LMS) reported having a slightly higher percentage of provisional certificates than the District average. All Title I schools show higher retention rates of staff than the District average.</p> <p>In FY 22, LCS begins the year with one school (Pine Grove Elementary) identified as a TSI school. This designation is carried over from previous years and efforts to resolve the issues has been addressed through the School Improvement grant and through Title I funds. Current data indicates progress has been made and- if the FY 22 GMAS results show similar growth and progress- PGE fully expects to be removed from the TSI list in FY 22. Lastly, we advertised and hold our annual community-wide stakeholder input meeting. Most recently, the meeting has been conducted electronically because of the pandemic. We include topics such as the district's progress towards improving student achievement, the (tentative) district improvement goals, teacher qualifications, professional learning needs, and we provide an overview and solicit input for all federal programs.</p> |
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Serving Low Income and Minority Children

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| <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"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p> | <p>LCSS prides itself on providing students with the very best teachers, support staff, and administrators available. Annually, the Federal Projects Director conducts a data analysis to ensure that there are no equity discrepancies for students of low income and/or minority groups in receiving instruction by ineffective, out-of-field, or inexperienced teachers. This data is gathered from the TAPS data that is available to the District. The most current data suggests that hiring procedures and District expectations in that process yield qualified teachers who meet acceptable district demands to instruct all students, including students who attend Title I school-wide program schools. Comparing data of several data fields relating to teacher attendance, qualifications, and performance indicate that in FY 21, Title I schools personnel were rated higher/more favorably than those at non-Title I schools.</p> <ul style="list-style-type: none"> ● Inexperienced Teachers- Title I schools= 25.6% . Non-Title I Schools= 29.8% ● Emergency/Provisional Certificates- Title I schools= 2.2% . Non-Title I Schools= 5.7% ● Out-of-Field Percentage (All Courses)- Title I Schools= 5% Non-Title I Schools= 6.17% ● TAPS (Summative Mean) -(Not available for FY 21) |
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Serving Low Income and Minority Children

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Professional Growth Systems

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| <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>LCSS supports the professional growth and improvement stages of career development and performance for teachers, principals, and other school leaders in various ways. The superintendent meets with principals three times a year regarding goal setting, job performance, and career development. Also, the superintendent hosts monthly meetings with all principals and central office staff. Various district-level directors host professional learning sessions and on-site professional learning sessions with assistant principals, instructional coaches, teachers, lead SPED teachers, building-level content leads, and teachers throughout the school year. In addition to the district facilitated PL sessions, the following activities occur:</p> <ul style="list-style-type: none"> ● LCSS analyzes available data to drive the professional development needs, especially in content areas where the achievement data- we feel- falls below our expectations. A deep, focused look into the CCRPI data fields, along with a special emphasis student achievement data, helps us to narrow our focus and build our annual and long range plans for improvement. ● LCSS has made a concentrated effort to provide PL opportunities to address identified needs, as well as, minimizing the removal of teachers from the classroom as much as possible. Professional Learning Communities (PLCs) are focused on specific needs and are regularly scheduled to avoid conflicts with regular classroom activities. More and more of the system-wide PL needs are being offered during off-contract time for professionals to reduce the need for interrupting their planning/instructional time. ● (Title II, Part A funds) Academic/Instructional Coaches to lead the charge at the school level to provide support and guidance in helping the teachers meet the challenges identified in raising student achievement. Working closely with the Curriculum Directors, the A/I Coaches deliver common expectations for instruction and provide guidance and expertise to effective classroom strategies at the building/classroom level. In FY 23, LCS will employ two District-wide Coaches (ELA and Math) to provide more specific Professional Learning focus in these two critical content areas. ● LCSS incorporates proven, evidence based strategies to address the learning needs of students through its PL efforts. Incorporating contracted services from reliable consultants and educational professionals who provide reliable data and strategies is the norm. An example of this includes our consultation with a consultant to create and implement an instructional framework which includes an active learning lesson framework. ● Each school, along with the District, will establish measures of effectiveness within their individual school improvement plans. Measuring the effectiveness of strategies and resource implementation is essential to properly developing |
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Professional Growth Systems

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| | <p>and implementing their plan each year.</p> <ul style="list-style-type: none"> • LCS incorporates the TKES/LKES data from the TLE platform and SLDS in an annual data analysis to help school leaders and classroom teachers identify areas of strengths and areas of growth. Through this and other available personnel and achievement data, strong educators with specific talents and potential are identified and encouraged to pursue leadership roles within the school/District. LCS recognizes the need to have strong, skilled leaders in the classrooms, at the school level leadership roles, and in District level leadership positions. • LCS has an identified need to identify and implement a District-wide Professional Learning position to work collaboratively with Teaching & Learning to identify, implement appropriate PL opportunities for the District and to refine current PL initiatives across the District. This would include working jointly with Curriculum, Academic/Instructional Coaches, Principals, Superintendents, and staff to maximize the PL opportunities across the District and to refine those PL systems already in place. |
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PQ – Intent to Waive Certification

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| <p>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)]</p> | <p>Yes</p> |
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4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

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| <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"> for all teachers (except Special Education service areas in alignment with the student’s IEP), or 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). <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>For FY 23, LCSS waives certification requirements for all employees (however, no waivers for PQ in the area of Special Education . SpEd teachers must meet State requirements for content and exceptionality).</p> <p>It is our desire to continue to fill vacancies in all content areas K-12 with educators who meet with the highest professional qualifications for every content area. For Lowndes County, content-certified applicants with proven and acceptable teaching experience receive first consideration for all vacancies.</p> |
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PQ – Minimum Qualification

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| <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>The candidate is expected to have a four-year degree (minimum) OR expertise/proven professional experience/skill (defined as six months or more for CTAE positions).</p> |
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State and Federally Identified Schools

State and Federally Identified Schools

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| <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>During FY 20, Pine Grove Elementary is identified as a TSI School. The District will work closely with GaDOE in addressing the needs at PGES that focus on the Multi-racial subgroup learning gap. Some of the support will involve Professional Development for the staff on best practices for all students with emphasis on multi-racial students. The School Improvement funds associated with the identification support the needs identified by the school. The school ,also, is a Title I school-wide school, so funding to address the needs are covered with these grants.</p> <p>Based on the most recent formative and summative data, much progress has been made in addressing the needs of the subgroup and the discrepancies that resulted in the distinction.</p> |
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CTAE Coordination

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| <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 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> | <ul style="list-style-type: none"> ● Use of CTAE Program Area Advisory Committees to foster input from business and industry for each area ● Guidance for Pathway Completers through counselors and teachers ● EOPA Exams to guide students to certification in many areas ● 40 + Pathway Areas Available for students to select from ● Field Trips for students to experience real world applications and industry ● CTSO Activities and Competitions to hone and build new skills ● CTAE State Curriculum to guide teachers and students in specific content delivery ● CTAE PLC to support the work of the teachers and share information and content to improve instruction ● Local support and funding of all of the CTAE Programs ● Professional learning through conferences and workshops to update and better prepare teachers ● Project based and student centered learning in many of the CTAE areas ● Counselors and classroom teachers provide age appropriate career cluster lessons in grades 1-5. In grades 1-3, cluster lessons are taught through games and team activities. Lessons include but are not limited to the following career topics: agriculture and natural resources, law, transportation and public safety. In grades 4-5, student are involved in both hands-on and video based learning activities. Topics include but are not limited to STEM, information technology, business management and government. ● 6th & 7th grade students complete career interest inventories ● 8th grade students complete Individual Graduation Plans & career aptitude inventories <p>● CTAE WBL/YAP Advisory Committees to foster input from business and</p> |
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CTAE Coordination

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| | <p>industry and find student employers and job shadowing opportunities</p> <ul style="list-style-type: none"> ● Work Based Learning Opportunities for all students interested ● Youth Apprenticeship Opportunities for all students interested ● Dual Enrollment Opportunities for all students eligible and interested both on and off campus ● WBL/YAP Class Presentations to inform students of different options and opportunities ● Local support and funding of all of the WBL/YAP Programs ● Participation in local Chamber and Civic Groups to foster relationships and student opportunities in our community ● Continue the ACE Amped Program working with Ace Electric, Wiregrass Technical College and GADOL |
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

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| <p>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> | <p>The district will support efforts to decrease the overuse of discipline practices that remove students from the classroom in the following ways:</p> <ul style="list-style-type: none"> ● PBIS District Data Team meetings with stakeholders to be held a minimum of two times per year to analyze system-wide discipline data ● PBIS District Data Team members will create an action plan for the system ● PBIS District Data Team will identify schools in need of reducing discipline practices that include removing students from the classroom ● To continue to host School Improvement meetings at each school that include addressing discipline data ● To communicate to stakeholders that discipline practices is a major focus for the system ● To include PBIS information in our Student Code of Conduct Book and disseminate school specific information to stakeholders ● To include discipline data in our system-wide Data Review Days with central office directors, principals, assistant principals, teachers, parents and community members <p>Schools will support efforts to reduce the overuse of discipline practices that remove students from the classroom in the following ways:</p> <ul style="list-style-type: none"> ● To continue the implementation of PBIS in the building (10 schools) ● To explore Implementing PBIS at the high school level ● To teach the expected behaviors and re-teach as needed ● To schedule and host monthly PBIS Data Team meetings to analyze discipline data ● To create an Action Plan with goals to address discipline needs ● To communicate monthly the Action Plan and data with all teachers in the building |
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

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| | <ul style="list-style-type: none">● To communicate to all stakeholders that discipline practices and PBIS is a major focus in the building and on the buses● To acknowledge the positive behaviors in the building● To highlight PBIS on their website and other social media |
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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

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| <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> | <ul style="list-style-type: none"> ● District personnel continuously meets with our local institutions of higher education to ensure our students are being afforded early college opportunities. ● LCSS has partnered with the local institutions of higher learning. ● LHS Students participate in early college opportunities through Dual Enrollment. ● An array of Advanced Placement courses are offered to LHS students. ● Counselors meet with students on a regular basis to determine their interest. ● Middle school students along with their parents participate in an Open House at the High School. ● Middle school students have opportunities to take high school courses while in 8th grade. |
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Preschool Transition Plans

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| <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> | <ul style="list-style-type: none"> ● Sixteen Bright from the Start Pre-K programs are housed between the seven elementary schools in Lowndes County. ● A district Pre-K director monitors pre-K classrooms to ensure continuity in the services pre-K students receive. Pre-K curriculum is based on GELDS standards and Read Right From the Start resources. ● LCSS Pre-K students/teachers are included in all K-5 school activities including parent meetings, PL, school/district based trainings, field trips, etc. to ensure easy transition to kindergarten. ● Pre-K students/teachers are included in county wide PBIS initiative. <p>Transition: School-based Pre-K students begin visiting K classrooms in the Spring to get acclimated to kindergarten. Kindergarten teachers visit Pre-K classrooms to introduce themselves and talk with students about the upcoming school year.</p> <ul style="list-style-type: none"> ● Pre-K end of the year meetings are held for parents to meet with Pre-K and K teachers to gather information for the upcoming school year. ● Pre-K Open House is held in August before school starts for Pre-K parents and students. ● Local and home daycare/preschool centers are invited to visit local county schools in Late April to familiarize themselves with the school. |
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Preschool Transition Plans

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Title I, Part A - Targeted Assisted Schools Description

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| <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>During FY 20 and FY 21, Pine Grove Elementary was identified as a TSI school. PGES will incorporate a Title I School Improvement Grant in conjunction with its additional allocation as a Title I school. The additional School Improvement grant will accommodate the needs of the TSI status and no further Title I, Part A funds will. be needed. The multi-racial subgroup has been identified during the FY 20 school year and the school's stakeholders were informed during the previous year through School and District correspondence and communication. This information will continue to be available for FY 22.</p> |
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Title I, Part A – Instructional Programs

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| <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>LCSS currently serves five school-wide (5) schools with supplemental Federal funds- four (4) elementary schools and one (1) middle school. The Teaching & Learning Staff (consisting of the Asst. Supt. for Teaching & Learning, the Federal Projects Director, the Special Education Director, the Director of Student Support Services, the Technology Director, the Elementary Curriculum Director, the Secondary Curriculum Director, and the District Family & Community Engagement Coordinator) routinely visit each campus to provide support to the Principal and staff of each school. Title I, Part A and Title II, Part A funds are, specifically, focused to help provide professional learning supports through providing Academic/Instructional Coaches to help provide building-level support across the system. Currently, LCSS has one TSI school, Pine Grove Elementary.</p> <p>At the District level, federal funds support (at least a portion of) the salary and benefits for a District Federal Projects Director, a District F&CE Coordinator, and a Homeless Case Manager. In addition, some funding is included in the set aside for administrative supplies, equipment, and travel for each.</p> <p>District-wide printing costs for F&CE are covered by Title I, Part A funds to help keep our stakeholders informed with up-to-date information.</p> <p>In conjunction with the District-level goals, Title-school Principals are given much autonomy and flexibility in collaborating in the decision-making process for spending the Federal funds to support the School Improvement Plans at their schools and address their individual achievement needs. Class-size reduction teachers, STEM teachers, Academic Coaches, school Parent Engagement Liaisons, paraprofessionals are provided in Title I schools with some of the supplemental funds. Student needs are addressed through the funding support, ranging from basic classroom supplies, electronic devices and</p> |
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Title I, Part A – Instructional Programs

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| | <p>supporting hardware, to supplemental content materials and web-based opportunities to develop and expand their learning. Costs associated with evidence-based Professional Learning may be covered with federal funds at Title I schools as outlined in their specific school improvement plans. Title I schools have incorporated after-school programs (additional salaries, supplies, and transportation) to serve identified students with the greater academic challenges, as well.</p> <p>As each school analyzes their school-specific data and establishes their educational needs, the T&L staff will work closely with each school to help provide support for their goals and direction.</p> <p>As an extension of the services to the Title I schools, LCSS has two (2) residential Neglected facilities within our District (Georgia Sheriffs Boys Ranch and Raintree Village Children's Home). The System provides tutoring support and technical access/support for those students who live at these facilities and exhibit significant gaps in their educational growth. Summer tutoring is provided whenever funds are available.</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

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| <p>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through: the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students; 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> | <ul style="list-style-type: none"> ● The Occupational Survey (OS) is part of the initial registration packet for students upon enrolling. The OS is completed by the parent/guardian and the registrar submits the OS to the appropriate SSP on a daily basis. At the high school, the registrar will provide the SSP with the OS form on a daily basis, as well. ● The SSP will evaluate the OS once received and will contact the family and set up an interview. Based on this interview, the SSP will determine if the student qualifies for MEP support. ● In the normal registration/withdrawal process, the school's office records department handles the usual transfer of student records for all students. In some cases involving Migrant students, the SSPs will support this process if language is a barrier or if interpretation of records is necessary. The SSP may access Migrant data available through the portal or other data basis to help in this process. ● The SSP has access to MSIX to help in the records transfer process when records are slow to arrive. The SSP (and the counselors at the high school) may access MSIX to avail the most current student data that may be available there. |
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Title I, Part C – Migrant Supplemental Support Services

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| <ol style="list-style-type: none"> 1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.) 2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school | <p>LCSS employees TWO (2) SSPs to serve MEP students throughout the District. The SSPs provide support during the regular school year (within the schools for students who are enrolled), with pre-school aged children, and with OSY/DO in the home/work settings. The SSPs work with Pre-schoolers and OSY/DO during the summer, as well. As funds are available, the SSPs work with students in available summer school programs that may be offered. Supplies, communication expenses, travel expenses, and PL opportunities are provided through Title I, Part C funds. Student emergency medical needs (to ensure enrollment or to avoid unnecessary absences from school) may be covered, as well. Some funds are used to maintain small expenses incurred by the implementation of the Parent Advisory Committee meetings for the MEP.</p> <p>Pre-school</p> <p>Once identified, an SSP will visit the home to initiate services. Students will receive support services from the SSP through summer and school year support for pre-school readiness, and parents are directed to local agencies that provide support for the whole family. Some of the agencies that help are the local Migrant Head Start, Telamon, the Health Department, Babies Can't Wait,</p> |
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Title I, Part C – Migrant Supplemental Support Services

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| <p>year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)</p> | <p>and local churches and Community Partners. Typically, a pre- and post-test is administered to provide evidence of growth.</p> <p>OSY/DOs</p> <p>An SSP is provided with a regular tutoring schedule for the OSY/DOs within the community. This time is used to provide academic support and to identify/recruit these young people. Identification is aided by local Migrant families, community agencies who may work with Migrant families, and the local venues where these youth are employed.</p> <p>Once recruited, LCSS supplies everything needed to help support their growth: school supplies, reading materials, iPods for language acquisition, hygiene items. During the school year, the SSP utilizes the iPod program with OSY/DO to help build their survival English. During the summer session, the SSP provides direct instruction twice per week in the evening in their residential facilities. Typically, a pre- and post-test is administered to provide evidence of growth. Also, the SSP utilizes the updated OSY Profile Form from the iSOSY Website to gather important information to know OSY needs, goals and availability. Once the SSP recruits an OSY, the COE is submitted through the GADOE Portal and then mailed to the Region 2 MEP Office. Upon receiving the approved COE, the SSP visits the OSY and fill out the OSY Profile Form. The information gathered is very important because it helps align the content with the materials used to address the identified needs. This tool, OSY Profile Form, makes the work more efficient and easier.</p> <p>For the OSY/DO who may be interested in pursuing the GED, the SSP will refer them to the local agencies (i.e. ABAC, Wiregrass Technical College) who prepare students and administer the GED exam.</p> <p>Some of the local agencies who support the Migrant programs are: Telamom, Farm Workers Clinic, Migrant contractors, local post-secondary institutions, Goodwill, Wal- Mart.</p> |
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

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| <p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. 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 procedures Specific professional learning activities Plan to monitor implementation with fidelity</p> | <p>Goal 1 - Improve Graduation Rate:</p> <ul style="list-style-type: none"> ● Currently, the graduation rate for Lowndes SWD is above the State Target of 74.46%. In FY21, the Lowndes SWD Graduation Rate was 76.32%; the 2020-2021 Graduation Rate for Lowndes SWD is 76.32, 1.86% above the LEA target. ● Address skill gaps in all elementary and middle schools ● Focus on weaknesses at Domain level ● Additional training on Transition Plans and process at middle schools and high school ● Continued participation in PBIS ● Support high school credit in Health and PE at 8th grade ● Focus on improving attendance ● Stress and improve relationships between students, staff, and parents ● Annually, the Special Education Director downloads the Post-Secondary Outcomes Data Collection spreadsheet from the GaDOE Portal. The spreadsheet is then shared with 2 special education coordinators at the only high school in the Lowndes County School System. The coordinators use the "student information" forms filled out at the student's last IEP meeting to make contact with the student or student's family. The coordinators share the information with the Special Education Director in mid-June. Prior to the submission due date, the Director attempts to contact students who were not contacted by the high school coordinators and those who were unengaged ● Create and share High-Leverage Practices with special education teachers ● For general training, the special education director shares training opportunities with Coordinators and Assistant Principals and provides funding when appropriate. Teachers are encouraged to access training opportunities and funds are provided from the District ● When training for a specific issue (academic achievement, behavioral management, writing IEPs, writing FBAs, writing transition plans, etc.) is warranted, technical assistant is provided through training, modeling, mentoring ● Reading Initiative available to all SWD at elementary and middle school levels; a dedicated administrator/coordinator to monitor the initiative and share progress with the Director ● LETRS Training for all special education teachers grades k-2 ● A highly trained special education teacher has been hired as a coach/liaison between home schools and alternative program (k-12). She will work with sped teachers and students directly to facilitate a smooth and successful transition back to the home school |
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IDEA Performance Goals:

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| <p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. 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 procedures Services 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 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p> | <p>Goal 2 - Improve Services for young children with disabilities</p> <ul style="list-style-type: none"> ● Training on assessment and accurate reporting on Young Children's Outcome Data ● GELDS training for preschool special education teachers ● Transition meetings on a monthly basis with BCW coordinators ● Parent resources are listed and linked on the LCS website; informational pamphlet is provided at BCW transition meetings and included in referral packet for private referrals. ● Young children with disabilities are provided services in a variety of placements and locations. <p>Community-based students may be served at local daycare centers, Head-Start programs, and at schools.</p> <ul style="list-style-type: none"> ● Special Education pre-school classrooms are available in 4 out of 7 elementary schools in Lowndes County Schools. ● Students in BFTS pre-K programs in LCS schools may be provided special education services by the special education pre-school teacher, paraprofessional, SLP, OT, and/or PT as decided by IEP teams. ● Service options include consultative services, regular education with support by a paraprofessional, direct service through co-teaching, small group instruction in a special education classroom. All special education services available to K-5 students are available to pre-K SWD. ● American Sign Language Interpreter services are available in the special education pre-school program. ● Transportation is provided to home schools and service schools, even those whose service is less than a full school day. <p>Child find activities include an annual ad in the local newspaper, information on the school web-site, information in the system handbook, and monthly scheduled meetings with parents of children in the Babies Can't Wait program for transition purposes Personnel assigned to Young Children include:</p> <ul style="list-style-type: none"> ● BCW Transition specialist ● Special education coordinator ● 4 pre-school special education teachers ● 6 pre-school special education paraprofessionals ● 14 speech/language pathologists ● OT ● PT |
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| <p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with</p> | <p>Goal 3 - Improve FAPE</p> <ul style="list-style-type: none"> ● Serve students based on individual needs ● Increase instruction on specific skill gaps, particularly Reading ● New special education positions opened at 2 elementary schools (Hahira and Westside) to address the increased number of students and the increased needs of those students for SDI ● New part-time special education coordinator to focus on speech language |
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IDEA Performance Goals:

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| <p>disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practices How LRE is ensured The continuum of service options for all SWDs How IEP accommodations/modifications are shared with teachers who are working with SWDs Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p> | <p>services</p> <ul style="list-style-type: none"> ● Integral relationship with School Social Workers to address the whole child ● Training on conducting FBAs and writing solid and effective BIPs ● Increase number of staff who received Mindset training, share de-escalation techniques with a larger audience ● There are at least 2 trained Mindset trainers at each school; allowing for ongoing professional development ● Continue to support and improve PBIS, a systemwide initiative ● New teacher training for teachers with 1-3 years experience (Coastal Plains RESA and Griffin RESA) ● Alternative program for elementary students to decrease out of school suspension occurrences; focus on behavioral aspect. ● Teachers are trained on IEP/eligibility procedures by mentor teachers, school-based special education coordinators, and school-based school psychologists ● Special education department meetings are held monthly at each school ● Special Education Coordinators are assigned to each school and function as the LEA at all initial eligibility/IEP meetings and most annual reviews ● IEPs are reviewed following meetings; corrections are made by either the coordinator or the special education teacher. A pattern of required corrections alerts coordinators to provide targeted assistance ● Monthly, coordinators and the Director meet to review new changes required by GaDOE, adjust practices and/or procedures, amend the manual and determine the best delivery of the changes ● Monthly, coordinators select 3 IEPs to review with their colleagues to ensure compliance and consistency among schools ● Regular education teachers who serve special education students have access to IEPs through the student information system ● Instructions to access IEPs in the student information system are provided to regular education teachers at the first faculty meeting of each year ● Printed instructions to access IEPs in student information system are provided ● The continuum of service options are available to SWDs ● LRE is discussed at each IEP meeting. Placement and services are based on the instructional needs of the student and the time required to provide those services. Students are served in the LRE in which they can be successful ● FTE reports are analyzed to ensure all SWD are receiving services as required by their IEP ● Teachers are offered training through RESA, IDEA conferences, and private conferences ● Special education teachers participate in school-based professional learning communities and data analysis. Data is analyzed to ensure students are making progress ● The system uses a Special Education Progress Monitoring process. The system uses APR reports, GMAS scores, attendance information, student suspension, PBIS processes to drive training opportunities |
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IDEA Performance Goals:

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| | <ul style="list-style-type: none"> ● Monthly, following GLRS meetings, the Special Education Director meets with all admin and coordinators tasked in the provision of special education services ● An additional special education coordinator has been hired to serve as a liaison between the alternative program and the home school ● A coordinator is assigned to mentor new special education teachers who serve the alternative program ● Both a reading and a math teacher are assigned to the alternative program for elementary students ● Training regarding Adaptive PE to be provided to all special education teachers and administrators ● Ensure all students who are able to attend art and/or music have the opportunity to do so ● Line item budgeting for all SLPs, OTs, and PT to receive PD on a 3 year rotating basis ● Add a 5th coordinator to the 7 elementary and 3 middle schools to allow for each coordinator to have only 2 schools ● Additional coordinator allows each one to better mentor new teachers, support all teachers, and provide better general supervision |
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| <p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</p> <p>How procedures and practices are implemented in your district to ensure overall compliance?</p> <p>Include: LEA procedures to address timely and accurate data submission LEA procedures to address correction of noncompliance (IEPs, Transition Plans) Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance Supervision and monitoring procedures that are being implemented to ensure compliance</p> | <p>Goal 4 - Improve Compliance</p> <ul style="list-style-type: none"> ● A new assistant superintendent for student services as created mid-year FY22. This new position allows more direct access between the special education director and the student support services director to better coordinate FAPE and discipline issues ● The Assistant Superintendent for Student Services is highly skilled as a Licensed Clinical Social Worker and has worked closely with the Special Education Director and Department for many years. This experience has been invaluable as we increase SEL and help our students who are displaying an increasing number of mental health issues ● A published special education manual will be available at the beginning of each year; a working copy will be maintained throughout the year as needs change ● Update special education working copy of the policies and procedures manual. New changes will be highlighted until the close of the year. Changes will be reviewed at Assistant Principal meetings. Assistant Principals and special education coordinators will re-deliver information at the school level ● New teachers meet with the special education coordinator(s) assigned to their school to establish a relationship and gauge the level of assistance each new teacher may need. Coordinators will attend at least one PLC per school per month to disburse information ● Teachers new to special education are provided intensive assistance, as needed, by the special education coordinator and the assistant principal assigned to special education at each school ● Monthly coordinator meetings are held to review and adjust practices as |
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IDEA Performance Goals:

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| | <p>needed</p> <ul style="list-style-type: none"> ● Review of 3 IEPs at monthly coordinator meetings, using a compliance checklist. A pattern of required corrections alerts coordinators to provide targeted assistance. Working together as a team allows for rater reliability ● Assistant Principal meeting notes are provided after each meeting. The notes address each of the agenda topics and other items that arise during the meeting. The notes are shared on a Google Team Drive ● Coordinator meeting notes are provided after each meeting. The notes address each of the agenda topics and other items that arise during the meeting. The notes are shared on a Google Team Drive ● Changes to processes and procedures that are required to address information from GaDOE are chronicled on a Google Team Drive ● The Director will receive access to school level special education department meeting agendas ● Knowledge Nuggets are collected throughout the school year on a Google Survey Form accessible to each of the coordinators and the director. This allows for shared note taking immediately. Within the survey, the expectation of when and to whom the information needs to be shared is listed |
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

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| <p>Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students’ academic achievement the LEA will implement:</p> <ol style="list-style-type: none"> 1. In support of well-rounded educational opportunities, if applicable 2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 3. In support of safe and healthy students, if applicable 4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 5. In support of the effective use of technology, if applicable 6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step | <p>Transfer 100% of FY 23 Title IV, Part A</p> |
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

Title IV, Part A – Ongoing Consultation and Progress Monitoring

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| <p>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.</p> | <p>Transfer 100% of FY 23 Title IV, Part A</p> |
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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

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| <p>Equity Gap 1 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>Interventions Effective – Adjust Activities/Strategies</p> |
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| <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>Historically, LCSS has addressed equity gaps in the realm of Teacher Effectiveness. This was true moving into FY 19, as well as, FY 20. However, pandemic, school closures, and lack of data have interrupted this process. These gaps have been an ongoing focus for several years as the LCSS TAP scores tend to remain- in comparison- below State averages. This discrepancy is based on data derived from annual TAPS and CCRPI reports. Because of the forfeiting of this data statewide in FY 20 & FY 21, the LCSS will continue to focus on Teacher effectiveness, but may consider different data resources to help determine effectiveness. The only measurable data recorded due to the pandemic in 2020 is Graduation Rate. The LCS 4 Year GR is the highest at 94.1% over the last three consecutive years. The 5 Year GR dipped only slightly from 93.89% in 2019 to 93.6% in 2020. In FY 22, LCS used the data available in teacher evaluations and the most recent student performances data on formative and summative assessments to determine the effectiveness of the interventions. These include, but are not limited to:</p> <ul style="list-style-type: none"> ● Available CCRPI data ● EOG assessments ● EOC assessments ● STAR reading and math ● Beacon scores ● ACCESS scores ● (and coming soon, MAP scores) |
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

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| <p>Equity Gap 2 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> | <ul style="list-style-type: none"> ● Intervention Effective – Maintain Activities/Strategies |
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| <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>Over the last three years (2018-2020), the student attendance rate has continued to improve. The All Students categories posted three year best averages for all monitored attendance groups (5 or fewer days, 6-15 days, and Over 15 days). Some of the impact in FY 2020 could be due to a shortened school year due to the pandemic. Irregardless, the trend indicates that faculty and staff are communicating well with students and their families on the importance of regular attendance. The System’s average daily attendance for FY 21 was 95.76. This reflects a range from the lowest school measure of 94.64% to the highest school’s average of 97.02.</p> <p>Ultimately, the one measure that could be used to help demonstrate equity gap effectiveness is that in 2020 Graduation Rates. The LCS 4 Year GR is the highest at 94.1% over the last three consecutive years. The 5 Year GR dipped only slightly from 93.89% in 2019 to 93.6% in 2020.</p> <p>In FY 22, the implementation of S/EL strategies served as a basis for future effectiveness measures. However, LCS uses the following data sources to determine the effectiveness of S/EL efforts:</p> <ul style="list-style-type: none"> ● Available CCRPI data, specifically Climate ● Student Health Survey (selected responses) ● SWIS behavioral data (PBIS) ● Parent Conferencing notes |
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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.)

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| Title I, Part A | No Private Schools have chosen to participate in FY 23. |
| Title II, Part A | No Private Schools have chosen to participate in FY 23. |
| Title III, Part A | No Private Schools have chosen to participate in FY 23. |
| Title IV, Part A | No Private Schools have chosen to participate in FY 23. |
| Title IV, Part B | No Private Schools have chosen to participate in FY 23. |
| Title I, Part C | No Private Schools have chosen to participate in FY 23. |
| IDEA 611 and 619 | No Private Schools have chosen to participate in FY 23. |