



District Improvement Plan 2023 - 2024



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 (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)	
✓	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	(LCS Strategic Plan: Academics & Instruction) Commit to consistent innovative system-wide processes resulting in high levels of learning and growth for all stakeholders
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	LCS will focus on all aspects of increasing student growth and achievement in all content areas as indicated on all available formative and summative assessments as student performance does not meet District expectations
Goal	Commit to consistent innovative system-wide processes resulting in high levels of learning and growth for all stakeholders

Action Step # 1

Action Step	Develop and strengthen a system-wide shared understanding of effective Tier 1 instruction for all learners that results in high levels of learning and growth
Funding Sources	Title II, Part A IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Survey of participants, Sign-in sheets, Agendas, PLC minutes
Method for Monitoring Effectiveness	Collect evidence of quality teaching, learning, and professional collaboration, Student assessment data
Position/Role Responsible	Teaching and Learning Department, School Administrators, Teachers
Evidence Based Indicator	Other :

Action Step # 1

Timeline for Implementation	Others : Ongoing
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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 # 2

Action Step	Expand and strengthen PK-12 Literacy instruction for all learners that results in high levels of learning and growth
Funding Sources	Title I, Part A Title I, Part C IDEA Title III Part A EL Title III Part A Immigrant
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Teacher observations, PLCs and PL minutes, Agendas, Sign In sheets

Action Step # 2

Method for Monitoring Effectiveness	Student performance data
Position/Role Responsible	Curriculum Director, Instructional Coaches, Teachers, Administrators, PL Coach
Evidence Based Indicator	NA

Timeline for Implementation Others :

Does this action step support the selected equity intervention? No

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

Action Step # 3

Action Step	Develop an explicit, systematic RTI process based on student needs with increasingly intensive levels of targeted intervention
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners

Action Step # 3

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Agendas, Sign-in sheets, Documents created, Data Team
Method for Monitoring Effectiveness	Implementation of initiative
Position/Role Responsible	RTI coordinator, School Administrators
Evidence Based Indicator	NA

Timeline for Implementation

Others :

Does this action step support the selected equity intervention?

No

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

Action Step # 4

Action Step	Increase access, opportunity, and participation in academic programs for all students.
Funding Sources	Title I, Part A Title III, Part A IDEA McKinney-Vento Title III Part A EL Title III Part A Immigrant
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Student enrollments
Method for Monitoring Effectiveness	Student enrollments
Position/Role Responsible	Curriculum Directors, teachers, School Administrators, Student Information System Team
Evidence Based Indicator	NA

Timeline for Implementation Others :

Does this action step support the selected equity intervention? No

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Stakeholder collaboration will improve through vertical and horizontal alignment among all grade levels
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Survey feedback, sign in sheets, agendas, conference notes
Method for Monitoring Effectiveness	Data feedback
Position/Role Responsible	Superintendent, School Administrators, Teachers, District RTI Team
Evidence Based Indicator	NA

Timeline for Implementation	Yearly
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Action Step # 5

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

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	(LCS Strategic Plan: Student Services) Building the social/emotional learning capacity of all stakeholders
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	LCS will work towards increasing collaboration between all stakeholders and will coordinate services/best practices to help ensure the best environment for teaching and learning to occur through meeting the social and emotional needs of all stakeholders
Goal	LCS will maintain school climate ratings by strengthening district-wide prevention strategies and practices that foster a positive learning environment

Equity Gap

Equity Gap	CCRPI Star climate rating
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Content Area(s)	N/A
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-9 Evaluate and monitor the working environment in support of a positive school climate

Action Step # 1

Action Step	Lowndes County Schools will provide opportunities for parent(s)/guardian(s) to obtain information regarding community resources
Funding Sources	Title I, Part A Title I, Part C Title III, Part A McKinney-Vento Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets Surveys Conference notes
Method for Monitoring Effectiveness	survey results, CCRPI Climate data, messenger reports, website data
Position/Role Responsible	Director of Student Support, PR Director, School Administrator and or Designee
Evidence Based Indicator	NA

Timeline for Implementation Others :

Does this action step support the selected equity intervention? No

Action Step # 1

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

Action Step	Strengthen district-wide prevention strategies and practices to foster a positive learning environment
Funding Sources	Title I, Part C IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets, Documents created, Agenda and meeting notes, S/EL data (i.e. PBIS, Discipline, Student Health Survey, CCRPI Climate data)
Method for Monitoring Effectiveness	Artifacts and evidence of implementation/provision
Position/Role Responsible	Director of Student Support, Director of Special Education, Asst. Superintendent of Student Services, Behavior Specialist, SEL Specialist
Evidence Based Indicator	NA

Action Step # 2

Timeline for Implementation	Others :
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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 # 3

Action Step	Strengthen district-wide intervention strategies and practices to foster a positive learning environment
Funding Sources	McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets; documents of agenda and meeting notes
Method for Monitoring Effectiveness	Artifacts and data
Position/Role Responsible	Director of Student Support/Behavior Specialist/ SEL Specialist, School Administrator and or designee
Evidence Based Indicator	NA

Action Step # 3

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

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	(LCS Strategic Plan: Operations, Maintenance, School Safety, & Facilities) LCS will work to maximize operational efficiency, ensure safe campuses, and recruit/retain/train high quality staff
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	LCS will increase efforts to identify and retain quality educators and leaders to support student growth and achievement
Goal	Increase the retention rate of effective teachers, leaders, and support staff through focused professional learning and guided mentorships.

Equity Gap

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

Equity Gap

Equity interventions	EI-5 Support the retention of effective teachers and effective school leaders
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Action Step # 1

Action Step	Implement a recruitment and selection plan that attracts high quality candidates of diverse backgrounds to our system.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity
Method for Monitoring Implementation	Schedules of events, Agendas, Participation Data
Method for Monitoring Effectiveness	Documentation of participant participation
Position/Role Responsible	HR Director, Director of Teacher and Leader Quality
Evidence Based Indicator	NA

Timeline for Implementation	Others : As scheduled
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Action Step # 1

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 # 2

Action Step	Increase the retention rate of effective teachers, leaders, and support staff.
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Collection of relative data, survey results, participation by staff in the SEEDS/New Teacher Mentoring and Aspiring Leaders initiatives
Method for Monitoring Effectiveness	pre-and post participation data
Position/Role Responsible	Asst Supt of Finance/OP Director of Teacher & Leader Quality
Evidence Based Indicator	Moderate

Timeline for Implementation	Others : Ongoing
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Action Step # 2

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

Action Step	Develop leadership skills for future and existing administrators within the district
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Program Agendas, sign in sheets, Feedback Surveys
Method for Monitoring Effectiveness	Implementation of supports
Position/Role Responsible	Asst. Supt. Of Teaching & Learning, Director of Teacher and Leader Quality
Evidence Based Indicator	Promising

Timeline for Implementation	Others : Ongoing
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Does this action step support the selected equity intervention?	No
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Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Promote the awareness of safety protocols among faculty, staff, and students by hiring a Schools Safety Director and establishing a District Safety Committee
Funding Sources	N/A
Subgroups	N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Filling the position and establishing committee
Method for Monitoring Effectiveness	reports, safety data
Position/Role Responsible	Assistant Super. of Finance/Op
Evidence Based Indicator	NA

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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Action Step # 4

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

3.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	(LCS Strategic Plan: Technology) Create an infrastructure that supports the District's instructional and operational processes
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	LCS will work to maintain a platform that enables staff and students to safely navigate electronic resources and maintain appropriate levels of privacy, safety, and security of global digital threats
Goal	Build a sustainable inventory of technology hardware and software to ensure the instructional needs of students and teachers are met.

Action Step # 1

Action Step	Provide professional learning to staff on security protocols for technology
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	agendas, sign-in sheets, notes
Method for Monitoring Effectiveness	reports of implementation
Position/Role Responsible	Director of Technology
Evidence Based Indicator	NA

Action Step # 1

Timeline for Implementation	Others :
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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 # 2

Action Step	Maintain student data privacy standards with regards to digital instructional resources
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	documented in Staff handbook, updated lists on websites
Method for Monitoring Effectiveness	confirmed documentation in Staff handbook and updated lists on websites
Position/Role Responsible	Media/Software Coordinator
Evidence Based Indicator	NA

Action Step # 2

Timeline for Implementation	Others :
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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

Action Step	Ensure that all technology, software, and peripherals are up-to-date with current models and are compatible with the instructional needs and teaching practices.
Funding Sources	N/A
Subgroups	N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Inventory reports, usage data
Method for Monitoring Effectiveness	analysis of usage
Position/Role Responsible	Director of Technology Inventory Specialist,Media/Software Coordinator
Evidence Based Indicator	NA

Action Step # 3

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

Action Step	Ensure that all students and teachers have core instructional technology equipment
Funding Sources	N/A
Subgroups	N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Technology plan (equipment)
Method for Monitoring Effectiveness	Plan analysis and rotation/replacement of equipment
Position/Role Responsible	Director of Technology
Evidence Based Indicator	NA

Timeline for Implementation	Others :
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Action Step # 4

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 # 5

Action Step	All teachers will use technology to design instruction so that students are able to curate, collaborate and create digital content.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, agendas
Method for Monitoring Effectiveness	Check for implementation, lesson plans, model lessons
Position/Role Responsible	Director of Technology, Director of Teacher and Leader Quality
Evidence Based Indicator	NA

Action Step # 5

Timeline for Implementation	Others :
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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 # 6

Action Step	Develop and implement a technology security plan.
Funding Sources	N/A
Subgroups	N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Analysis of current status
Method for Monitoring Effectiveness	Ongoing updates and implemented measures for security
Position/Role Responsible	Director of Technology, Senior Technology Technician
Evidence Based Indicator	NA

Action Step # 6

Timeline for Implementation	Others :
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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 # 7

Action Step	Teachers record model lessons for self-reflection and sharing of best practices
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Reports, lessons
Method for Monitoring Effectiveness	Implementation status
Position/Role Responsible	Director of Technology
Evidence Based Indicator	NA

Action Step # 7

Timeline for Implementation	Others :
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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 # 8

Action Step	Communication (digital/electronic) among stakeholders will be effective and timely.
Funding Sources	N/A
Subgroups	N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	reports, data
Method for Monitoring Effectiveness	school websites, communication reports
Position/Role Responsible	Director of Student Information Director of Public Relations Director of Technology
Evidence Based Indicator	NA

Action Step # 8

Timeline for Implementation	Others :
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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 # 9

Action Step	Provide technology-related resources for Stakeholders
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	agendas, resource lists
Method for Monitoring Effectiveness	availability/usage data
Position/Role Responsible	Director of Technology Media/Software Coordinator
Evidence Based Indicator	NA

Action Step # 9

Timeline for Implementation	Others :
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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 # 10

Action Step	Students will be able to demonstrate grade level appropriate digital literacy skills.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	agendas, sign in sheets, notes
Method for Monitoring Effectiveness	digital literacy plan development/implementation
Position/Role Responsible	Director of Technology Media/Software Coordinator, Technology Committee
Evidence Based Indicator	NA

Action Step # 10

Timeline for Implementation	Others :
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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 # 11

Action Step	Add STEM/STEAM opportunities at every school that foster discovery and innovative thinking by offering maker spaces/maker activities in all school media centers
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	providing resources
Method for Monitoring Effectiveness	usage reports
Position/Role Responsible	Director of Technology, Media/Software Coordinator, Media Specialists

Action Step # 11

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

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

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>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. 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. The 5-year Strategic Plan was created, drafted, and board approved in May 2023 by a team of approximately 60 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 about three months to develop a five-year strategic plan.</p> <p>At the beginning of the school year, we create a scrolling marque 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

	<p>Additionally, parents are encouraged to contact the building principal for questions, comments, or suggestions for the district improvement plan. For FY 23, 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 23, Pine Grove Elementary school is no longer identified as a TSI school. The past issues have been resolved through the School Improvement grant and through Title I funds. Current data indicates progress has been made and the FY 23 GMAS results show similar growth and progress.</p> <p>Lastly, we advertise and hold our annual community-wide stakeholder input meeting. Most recently, the meeting has been conducted electronically because of the pandemic. But for FY 23, it was offered F2F. 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

<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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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p>	<p>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 24, 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 and implementing their plan each year. ● 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
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Professional Growth Systems

	<p>classrooms, at the school level leadership roles, and in District level leadership positions.</p> <ul style="list-style-type: none"> ● 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. ● LCS Department of Special Education has recognized the need to increase support for special education teachers new to teaching or new to the system. A new special education coordinator position was created to provide support and professional development unique to special education.
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PQ – Intent to Waive Certification

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

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> 1. for all teachers (except Special Education service areas in alignment with the student's IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). <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 24, LCSS waives certification requirements for all employees except those not allowed by Georgia State Board Rule.</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

<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), meet District approved agreements with post-secondary teacher preparatory programs, OR have 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

<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>For FY 24, LCS has no TSI/CSI schools. If schools are identified in the future, funds will be used to provide professional learning related to the targeted area that led to the school being on the list.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment 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 <ul style="list-style-type: none"> ● CTAE WBL/YAP Advisory Committees to foster input from business and industry and find student employers and job shadowing opportunities ● 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
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CTAE Coordination

	<p>on and off campus</p> <ul style="list-style-type: none"> ● 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

<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 ● Annually, bus drivers and monitors are provided the opportunity for Mindset instruction in the area of de-escalation. ● A PBIS Overview Module has been developed for all staff to complete annually during compliance training. ● A district-wide book study was completed to provide professional learning and collaborative discussion groups to enhance trauma sensitive classroom management skills. ● Capturing Kids' Hearts was implemented at each middle school, offering staff revitalizing professional learning sessions on social contracting and student engagement, giving staff and students a universal language for addressing discipline issues, and strengthening classroom management skills for staff. CKH provided monthly consultation calls for administrators and biannual traction visits to each school for observation, feedback, and support. ● Elementary School Counselors provide social skills development and conflict resolution skills to students monthly through the Second Step Curriculum.
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	<ul style="list-style-type: none"> ● Elementary Schools have been supported this year by the system Behavior Specialist who provides on-site support for the development and enhancement of behavior RTI practices ● Sources of Strength programs are fully implemented at all middle schools and the high school <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 ● 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 ● Mindset trained instructors are on staff at each school. The administrators are responsible for scheduling De-escalation training annually. . A subset of staff are also trained on restraint procedures.
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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

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.	<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

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.	<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 Cox Campus 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 teachers and paraprofessionals are expected to complete assigned early literacy modules through Cox Campus. <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. • Many local daycare/preschool centers are invited to visit local county
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Preschool Transition Plans

	schools in Late April to familiarize themselves with the school.
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Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.	For FY 24, LCS has no TSI/CSI schools so no Targeted Assistance will be implemented.
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Title I, Part A – Instructional Programs

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>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, Intervention 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,</p>
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Title I, Part A – Instructional Programs

	<p>electronic devices and supporting hardware, to supplemental content materials and web-based opportunities to develop and expand their learning. For the first time in FY 23, one school used supplemental funds to support a field trip for its students. 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, technical devices for instruction, 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

<p>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate); description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart; description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p>	<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

<ol style="list-style-type: none"> 1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC). 2. Direct-funded LEAs describe: 3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer. 4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification 	<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, and try to provide families with educational resources for the summer break. After-school tutoring is made available for high school MEP students as the needs of elementary and middle school MEP students are met through after-school programs made possible through other grants. 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</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.</p>	<p>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 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, and local churches and Community Partners. Typically, a pre- and post-test is administered to provide evidence of growth.</p> <p>OSY/DOs 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. 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. 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:

<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"> ● The FY22 4-year cohort graduation rate for Lowndes SWD is 87.84%. The FY22 5-year cohort rate for Lowndes SWD is 91.03% ● Address skill gaps in all elementary and middle schools; In Reading, increase Lexile scores. Expand Lexia Core 5 and Power Up instructional opportunities. ● 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 ● 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 ● 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-5. ● A highly skilled 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 ● Edgenuity Instructional Services is available to SWD in middle school and high school courses. This service allows for a Georgia certified special education teacher to be assigned to each course for each student who receives services in special education in that course. There is a chat resource available
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IDEA Performance Goals:

	<p>24/7 in which personalized tutorial help can be provided.</p> <ul style="list-style-type: none"> ● Increase the focus on truancy concerns. Lowndes County Sheriff's Office in conjunction with Lowndes County Schools employees a Student Resource Officer at each elementary and middle school and 6 at the high school in addition to 2 SROs whose main focus is truancy. The SROs work closely with school administrators and school social workers to determine parents who should be taken before the court for truancy.
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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"> ● A District special education coordinator is assigned to oversee the Pre-k SWD program to provide support, training, data collection, and timeline reporting information ● Provide 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. ● Special Ed coordinator assigned to BCW transition meetings will collect evaluation data (checklists and rating scales) as these can be difficult to collect from parents once they leave the transition meeting. ● Young children with disabilities are provided services in a variety of placements and locations. Community-based students may be served at local daycare centers, Head-Start programs, and at schools. ● 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 who work with</p>
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IDEA Performance Goals:

	<p>"Young Children" include: certified teachers, paraprofessionals, Speech Therapists, Physical Therapists, Occupational Therapists, school administrators, school nurses, counselors, school social workers, school psychologists, and special education coordinators. Lowndes did not meet the FY22 Preschool LRE (32.54 % served in regular class). Students with disabilities who are three years old in public school have the most significant disabilities; there is not a 3 year old general education program for them to attend inside school systems. When the most significantly disabled students are not in school, they are often at home with caregivers rather than in a traditional settings. Lowndes is committed to identifying and serving preschool aged students. Students who enter the preschool program as SWD who function at or near their same-aged peers in any of the three areas (positive social skills, knowledge and skills, or appropriate behavior) are not considered in any calculation of preschool outcomes. Due to this, for the FY22 exit criteria, 3 students in Outcomes 1 and 3 (social skills and appropriate behavior) did not count positively toward preschool outcomes. We feel there is a flaw in the logic that gives a skewed version of the outcomes. In the area of acquisition and use of knowledge and skills, Lowndes will have preschool teachers and speech language pathologists provide activities that can be used in the home setting and increase parental involvement and education.</p>
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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 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>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 for FY24: 3 adapted curriculum classes to include a teacher and a paraprofessional; 5 general curriculum teachers, 1 SLP, 1 district-wide coordinator, 3 educational diagnosticians, 1 teacher and paraprofessional for the alternative education SEL program, increase one school psychologist to 12 months ● Training on the new GaDOE goal writing expectations ● 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 ● Professional development offered annually to all bus drivers and monitors regarding de-escalation methods ● 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
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IDEA Performance Goals:

	<ul style="list-style-type: none"> ● 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 ● Coordinators select an IEP to review with their colleagues to ensure compliance, rater reliability, 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 the 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 ● Monthly, following GLRS meetings, the Special Education Director meets with all administrators 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 ● 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 system-wide coordinator to serve the 7 elementary and 3 middle
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IDEA Performance Goals:

	<p>schools to allow for each coordinator to have only 2 schools</p> <ul style="list-style-type: none"> • Additional coordinator allows each one to better mentor new teachers, support all teachers, and provide better general supervision • Lowndes did not meet the FY22 State Target for LRE due to increased small group opportunities with content certified special education teachers to address gaps in proficiency and increases in performance. • A special education coordinator has been designated to develop methods and activities to increase the number of parent surveys that are returned for each school. • Lowndes County Schools is committed to continuing to grow its relationship with GVRA.
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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. How procedures and practices are implemented in your district to ensure overall compliance? 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 was 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 needed • Review IEPs using the GaDOE 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
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IDEA Performance Goals:

	<p>address each of the agenda topics and other items that arise during the meeting. The notes are shared on a Google Team Drive</p> <ul style="list-style-type: none"> • 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 LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

A. Well-Rounded Activities (WR)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	"100% transfer of FY24 Title IV, Part A funds."
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B. Safe and Healthy (SH)-Climate/Culture Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	"100% transfer of FY24 Title IV, Part A funds."
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C. Effective Use of Technology (ET)-Professional Learning Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	"100% transfer of FY24 Title IV, Part A funds."
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D. Effective Use of Technology 15% (ET15)-Infrastructure Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	"100% transfer of FY24 Title IV, Part A funds."
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	"100% transfer of FY24 Title IV, Part A funds."
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

<p>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>	<ul style="list-style-type: none"> • Intervention Effective – Adjust Activities/Strategies
<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>Equity Intervention: TAPS- Targeted Teacher Development</p> <p>LCSS has addressed equity gaps in the realm of Teacher Effectiveness. We continue to use TKES and other informal tools to measure teacher effectiveness. There is an ongoing focus to use LCSS TAP scores (when available) to monitor teacher effectiveness compared to the state average for each standard.</p> <p>In FY 23, LCS had intentions to use 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 <p>However, in FY 23, TAPS summative scores were not required and this traditionally utilized data was not available to help determine this equity gap, specifically. As a part of the process to continue to develop effective teachers, LCS focused District-wide Professional Learning opportunities for all teachers during two-weeks prior to pre-planning in July 2022. The focus of these PL events were District-specific needs that centered on our Lowndes Instructional Framework which serves as the template for Teaching and Learning in our District. Also provide were instructional technology sessions that reinforced good teaching practices using our Framework and specific content. 2022-2023 saw schools expand the teacher PL opportunities to address school-specific needs with a majority of our schools focusing on Professional Learning Community designs and effectiveness and strategies for working with struggling learners.</p>

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

	<p>We still feel the TAPS is a critical area to address (i.e. Teacher Effectiveness) and will keep it as an ongoing area of focus and concern. It may be a stretch to use other data to assess Teacher Effectiveness, but student achievement data for FY 23 must, in some capacity, give supporting evidence that Teacher Effectiveness is still high in our District. For Elementary EOG performance, LCS delivered higher performance scores in both ELA and math by a minimum of 13% in the Developing/Proficient/Distinguished combined scores (the lowest margin in 3rd grade math). 5th Grade Science exceeded the State by 19% in a similar comparison.</p> <p>As for Middle school EOG performance, LCS- as a District- out performed the State average in ELA and math by percentages (of at least) 13%. 8th grade Science scores indicate LCS exceeded the State average score by 22%. In 8th Grade courses where students may earn high school credit, LCS outperformed the State averages in both Algebra and Physical Science, 26% and 41% respectively.</p> <p>Finally, at the HS level- comparing State verses District percentage performances in the Spring EOC data- Lowndes exceed the State average in all measured content areas. The highest margin was in gap in Algebra I (17%) and the lowest margin- but still higher than the State- in US History, 11.5% In following the "letter of the law" based on our evidence, responding to this Equity gap as "ineffective" relates to the fact that no direct teacher/TAPS data was available. However, when making a case for the "spirit of the law", LCS could argue that based on student performance data, LCS are teaching and performing at very "effective" rates of performance.</p>
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<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?</p> <p>Intervention Effective – Equity Gap Eliminated</p> <p>Intervention Effective – Maintain Activities/Strategies</p> <p>Intervention Effective – Adjust Activities/Strategies</p> <p>Intervention Not Effective – Adjust Activities/Strategies</p> <p>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>Equity Intervention: CCRPI- Evaluate/monitor the working environment in support of a positive school climate</p> <p>In FY 23, 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 and school climate efforts:</p> <ul style="list-style-type: none"> ● Available CCRPI data, specifically Climate ● Student Health Survey (selected responses)
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Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

	<p>In FY 23, Districts/Schools did not receive CCRPI Climate-related scores. However, specifically looking at climate-related data from the FY 23 Student Health Survey,</p> <ul style="list-style-type: none"> ● LCS Elementary students responded very favorably to questions relating to school climate. Out of 24,549 responses, 64% of students rated climate at the two most favorable levels of responses and 79% at the three highest most favorable response levels. ● Middle School and High School recorded 125,442 responses on the SHS for FY 23. Specifically relating to school climate, 74% of students responded with the two most favorable ratings.
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4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

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

Title I, Part A	No Private Schools have chosen to participate in FY 24
Title II, Part A	No Private Schools have chosen to participate in FY 24
Title III, Part A	No Private Schools have chosen to participate in FY 24
Title IV, Part A	No Private Schools have chosen to participate in FY 24
Title IV, Part B	No Private Schools have chosen to participate in FY 24
Title I, Part C	No Private Schools have chosen to participate in FY 24
IDEA 611 and 619	No Private Schools have chosen to participate in FY 24