Comprehensive Needs Assessment
2020 - 2021 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	Wes Taylor
Multiple Program(s)	Federal Programs Director	Herb Hamilton
Multiple Program(s)	Curriculum Director	Veronica Brown/Julie Klein
Multiple Program(s)	School Leader (#1)	Beth Lind- Non-Title
Multiple Program(s)	School Leader (#2)	Bill Haskin- Title
Multiple Program(s)	Teacher Representative (#1)	Suzanne Kluball- ES
Multiple Program(s)	Teacher Representative (#2)	Angelica Busby, 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	Tan Jones
Title I, Part A - Foster Care	Foster Care Point of Contact	Sandra Wilcher
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
Multiple Program(s)	Student support personnel	Sandra Wilcher

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal representatives	Tenry Berry/Neil Wilkes/Ivy Smith
Multiple Program(s)	High school counselor / academic counselor	NA
Multiple Program(s)	Early childhood or Head Start coordinator	Julie Klein
Multiple Program(s)	Teacher representatives	Terri Hundley, Connor Butler
Multiple Program(s)	ESOL teacher	Joy Cowart, Angelica Busby
Multiple Program(s)	Local school governance team representative (charter systems only)	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	Natalie Hernandez, David Monetti, Darren Hill
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	Natalie Hernandez
Title I, Part A - Foster Care	Local DFCS Contacts	Gail Finley
Title II, Part A	Principals	Ivy Smith-SEEDS Administrator
Title II, Part A	Teachers	Connor Butler
Title II, Part A	Paraprofessionals	(Multiple Paras from District Survey)
Title II, Part A	Specialized Instructional Support Personnel	Treva Gear, Tammi Sims- Instructional Coaches
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Valdosta State University, Wiregrass Technical College, Georgia Military College, 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)
Multiple Program(s)	Technical, college, or university personnel	Ga Accrediting Commission, AdvancEd
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 Pacheo/Iovanna 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

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	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).

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?	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.

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		
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 capcity of school staff to lead curriculum design efforts.	
Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
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	1. 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	2. The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	✓
3. Emerging	3. 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	4. 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	1. 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	2. The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	✓
3. Emerging	3. The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
4. Not Evident	4. 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	1. 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	2. The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
3. Emerging	3. 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	4. 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.	2.44
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.	2.41
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.	2.41
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source:: TLE Electronic Platform (FY19)	

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.	2.15
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.	2.17
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	
4.Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.05
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.	2.02
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.	2.04
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.	2.09
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	

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, buy 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.	2.44
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.	2.53
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.	2.41

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.	2.41
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.38
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.	2.5
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.	2.5
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.35
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	

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.	2.24
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	

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.	2.41
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.38
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.	2.5
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.	2.5
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.35
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source:: TLE Electronic Platform (FY19)	

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.	2.18
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.	2.24
10.Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.11
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	

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.	2.53
8.Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.35
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.Source:: TLE Electronic Platform (FY19)	

Teacher Keys Effectiveness System- Standard

Standard	Score
10.Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.11
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	

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.	2.44
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.	2.53
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.	2.41
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.	2.41
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.38
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.	2.5
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.	2.5
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.35
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source:: TLE Electronic Platform (FY19)	

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.	2.18
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.	2.15
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.	2.17
4.Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.05
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.	2.02
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.	2.04
7.Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.26
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.	2.09
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.	2.24
10.Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.11
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	

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).

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]	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). Annually, LCSS uses an internal climate and culture survey to make decisions related to staffing and the allocation of resources.
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?")	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. 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.
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)	Classroom observation data (formal and informal) and data from a technology based observation tool (ELEOT) to determine student engagement.

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?")	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.

What achievement data did you use?	Achievement data included common assessments, benchmark data, various online learning program data, and annual summative data.

What does your achievement data tell you?	Based on Spring 2019 GMAS EOG & GMAS EOC tests, LCSS students improved or maintained performance in 16 out of 24 tested subject areas. LCSS did not improve in 3rd grade ELA, American Lit. and Composition, 4th grade math, 5th grade math, 8th grade math, Geometry, 8th grade high school Physical Science, Biology, and 5th grade SS. With the exception of 5th grade SS, all other areas of decrease still had more than 50% of the enrolled students scoring a the proficient levels (Level 3 and Level 4). 5th grade SS only had approximately 37% of the students scoring at Level 3 and Level 4. Based on trend patterns, LCSS students continue to outperform their RESA counterparts in most academic areas. 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.

What demographic data did you use?	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.

What does the demographic data tell you?	There hasn't been any significant change in enrollment most of the ethnic subgroups or the federal reporting subgroups. 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.

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

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?	• 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 daily instruction and expectations across all content areas • Parent/community engagement opportunities and participation should increase in the teaching & learning process

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?	• 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.

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?	• Very high and consistent Professional Qualifications percentage • Professional Learning is emphasized through Professional Learning Communities (PLCs) across the District • SEEDS (new teacher mentoring program) helps build a successful staff and aids in teacher retention for the District • Attention to content-specific endorsement needs • "One Lowndes"- the driving mantra to afford every child at every school the same high level of education (i.e. equity throughout the District)

Strengths and Challenges Based on Trends and Patterns

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?	● 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), 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.

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?	● 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

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?	● 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 the rating for two consecutive years.

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?	● 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.

IDEA - Special Education

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

Strengths	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. The system is over 10% above the State rate in Graduation.

Challenges	It is important to increase the Lexile scores of SWDs in all grades. We also need to increase Post-Secondary Outcomes as well as Reading and Math scores at the high school level. While SWDs in Lowndes High School generally outperform SWDs in Georgia, there are areas in need of improvement. While high school students have improved significantly in 9th grade Lit, they are still below the State. In Econ/Business/ Free Enterprise, LCS students have come from 10% points behind the state in 2014-2015 to 5% points above the state in 2016-2017, there is still room for improvement as this rate is unacceptable. In order to extend the learning time of SWD to address gaps in skills, we must reconsider school schedules, double dips and finding more academic time within the school day. 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

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	• Academic Coaches at each school • Class-size reduction teachers where possible • technology- devices and connectivity • flexibility in federal funding

Title I - Part A - Improving Academic Achievement of Disadvantaged

Challenges	• Potential in reduction/ loss of federal funds may jeopardize current strategies in place • Students limited access to Internet at home reduces instructional options

Title I, Part A - Foster Care

Strengths	• 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

Challenges	• 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 • 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

Title I, Part A - Parent and Family Engagement

Strengths	- Supportive community/involved stakeholders - Overall stakeholder approval of District - Utilizing a District-wide Coordinator for F&CE

Challenges	- Getting stakeholder feedback in decision-making processes - Low parent participation in events geared toward school business

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	- Two Full-time SSPs - Support for OSY/DOs - Support for Pre-school students - technology devices for OSY/DOs - Collaborative community partners - Active PAC

Challenges	- Achievement gaps for MEP students - Annual allocations are generally low

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

Strengths	- Consistency of support through a contracted vendor - Cooperative Site Leaders - Technology support of District

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

Challenges	- Uncertain length of time students are in residence - Virtual vs. Live instruction (due to pandemic)

Title II, Part A - Supporting Effective Instruction

Strengths	- 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	- Age of current District and School Leaders (nearing retirement) - Inconsistent program for grooming Leadership - low allocations to cover current plans

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 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<u>both</u>the ESOL and Title III, Part A language instruction educational programs.

Strengths	- 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

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 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</u>both<u>the ESOL and Title III, Part A language instruction educational programs.

Challenges	● Writing and speaking domains ● restrictive budget

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

Strengths	● 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. ● 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	● 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	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: ● 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.% Non-Title I Schools= 6.17% ● TAPS (Summative Mean) - Title I= 21.32. Non-Title Schools= 21.04 ● NOTE: FY 20 data is unavailable due to school closures

Challenges	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.

Title IV, Part A - Student Support and Academic Enrichment

Strengths	LCSS has chosen to transfer thesefunds to other grant areas for FY 20 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 20 and, therefore, omits Title IV, Part A as an impacted program/funding source.

Title V, Part B - Rural Education

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.

Overarching Need # 2

Overarching Need	Increase attendance rates- Student
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	No
Priority Order	2

Additional Considerations	Schools are being judged on non-academic factors. It's important to highlight the importance of regular school attendance to build support to sustain academic improvements.

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	● 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 vertical teaming opportunities for teachers to help direct transition-related

Root Cause # 1

Additional Responses	concerns of students

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	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	● 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

Root Cause # 3

Impacted Programs	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	● 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 ● Provide vertical teaming opportunities for teachers to help direct transition-related concerns of students

Root Cause # 4

Root Causes to be Addressed	Increasing 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	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

Root Cause # 4

Impacted Programs	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	● 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

Overarching Need - Increase attendance rates- Student

Root Cause # 1

Root Causes to be Addressed	Identifying reasons for absences
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 :

Root Cause # 1

Additional Responses	● Coordinate/participate in the Attendance Protocol Committee meeting with the Superior Court Judge and community stakeholders

Root Cause # 2

Root Causes to be Addressed	Reduced effectiveness from the existing student absence protocols
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	● Adhere and implement the Lowndes County Juvenile Court Attendance Protocol with fidelity ● Engaging administrators to adhere and implement the Lowndes County Juvenile Court Attendance Protocol with fidelity

Root Cause # 3

Root Causes to be Addressed	Inconsistent application of the existing attendance policy
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	● Engaging administrators to adhere and implement the Lowndes County Juvenile Court Attendance Protocol with fidelity ● Provide annual training to SROs and staff on implementation of the Attendance Protocols (with revisions as needed) ● Coordinate/participate in the Attendance Protocol Committee meeting with the Superior Court Judge and community stakeholders

Root Cause # 4

Root Causes to be Addressed	Create more accessible opportunities for family/community engagement and improve communication
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	• Incorporate student incentives tied to attendance goals through PBIS/school behavior initiatives

District Improvement Plan
2020 - 2021

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)
	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
	'FUND 400' - Consolidation of Federal funds only

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 I, Part C 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 OverarchingNeed # 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	Increasing rigor in instructional expectations
Root Cause # 3	Need to focus on elements at the domain levels
Root Cause # 4	Static academic growth/achievement
Goal	The district shall increase its CCRPI score by 3% of the gap between the baseline year and 100.

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

Action Step # 1

Action Step	(Leadership Capacity) - Develop and support 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

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 learning culture that increases student achievement
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

Action Step # 2

Subgroups	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

Timeline for Implementation	Monthly

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 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

Action Step # 3

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

Timeline for Implementation	Yearly

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

Action Step # 4

Position/Role Responsible	District Directors
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

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

3. DISTRICT IMPROVEMENT GOALS

3.2 OverarchingNeed # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase attendance rates- Student
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Create more accessible opportunities for family/community engagement and improve communication
Root Cause # 2	Identifying reasons for absences
Root Cause # 3	Inconsistent application of the existing attendance policy
Root Cause # 4	Reduced effectiveness from the existing student absence protocols
Goal	Using FY17 SLDS district attendance data as a baseline measure, each year the district will decrease the percentage of students who miss more than 10 school days. (FY17 District Attendance missing10 days = 16.7%)

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-8 Promote the engagement and education of parents, families, community and business partners

Action Step # 1

Action Step	Adhere and implement the Lowndes County Juvenile Court Attendance Protocol with fidelity
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Electronic documentation
Method for Monitoring Effectiveness	Monthly evaluation and analysis by SROs, School Social Workers- increased student attendance and parental compliance
Position/Role Responsible	Registrars, Principals/APs, SROs
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

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)?	*Department of Juvenile Justice, Superior Court Judge, LODAC*

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)?	*Department of Juvenile Justice, Superior Court Judge, LODAC*

Action Step # 2

Action Step	Provide annual training to SROs and school administrators on implementation of the Attendance Protocols (with revisions as needed)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Administrative meeting notes, sign in sheets
Method for Monitoring Effectiveness	Student attendance data
Position/Role Responsible	Student Support Dir., Principals
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Action Step # 2

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)?	*Lowndes County Sheriffs Office*

Action Step # 3

Action Step	Coordinate/Participate in the attendance protocol meetings with the Superior Court Judge and community stakeholders.
Funding Sources	N/A
Subgroups	N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Meeting notes, protocol revisions
Method for Monitoring Effectiveness	Student attendance data
Position/Role Responsible	Director of Student Support
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

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)?	*Department of Juvenile Justice, Superior Court Judge, LODAC*

4. REQUIRED QUESTIONS

4.1 Stakeholders, Serving Children, PQ

Required Questions

Stakeholder Involvement to Improve and Coordinate Activities

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).	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. We, also, address the orientation, induction, and retention of new employees to LCSS through our SEEDS Mentoring program. 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, are currently 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. In 2019 (as at the start of every 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. Additionally, parents are encouraged to contact the building principal for questions, comments, or suggestions for the district improvement plan. Lastly, we advertised and held our annual community-wide stakeholder input meeting. The meeting was held on June 10, 2019. We include topics such as the district's progress towards improving student achievement, the (tentative)

Stakeholder Involvement to Improve and Coordinate Activities

	district improvement goals, teacher qualifications, professional learning needs, and we provide an overview and solicit input for all federal programs. In June FY 20, the annual input opportunity was conducted virtually.

Serving Low Income and Minority Children

| 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:1. ineffective teachers
2. out-of-field teachers
3. inexperienced teachers

(Please specifically address all three variables) | 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 19, Title I schools personnel were rated higher/more favorably that those at non-Title I schools.
● 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% Non-Title I Schools= 6.17%
● TAPS (Summative Mean) - Title I= 21.32. Non-Title Schools= 21.04%
● Inexperienced Leaders- Lowndes County Schools= 29% . State of Georgia= 35%

The most recent Equity Data as reported in SLDS from school year 2019 indicates that the average TAPS scores for Title I schools in Lowndes County rate the same as those of non-Title I schools.
FY 19 TKES/LKES data reported that 100% of our teachers received either a Level III or Level IV overall summative rating.
FY 20 similar data is not available due to state-wide school closures. |

Professional Growth Systems

Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include: ● **how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy;** ● **how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded;** ● **how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time);** ● **how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and** ● **what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes.**	● 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. ● Academic/Instructional Coaches 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. ● 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.

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

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

| If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:
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).

[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)] | For FY 21, LCSS waives certification requirements for all employees (except in the area of Special Education).
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. |

PQ – Minimum Qualification

| 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)] | **The candidate is expected to have a four-year degree (minimum) OR expertise/proven professional experience/skill (for CTAE positions).** |

State and Federally Identified Schools

State and Federally Identified Schools

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.	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. The majority of the support will involve Professional Development for the staff on best practices for all students with emphasis on multi-racial students.

CTAE Coordination

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.	● 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 ● 6th & 7th grade students complete career interest inventories ● 8th grade students complete Individual Graduation Plans & career aptitude inventories ● 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 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

CTAE Coordination

	student opportunities in our community ● Implement the ACE Amped Program working with Ace Electric and Wiregrass Technical College

Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	The district will support efforts to decrease the overuse of discipline practices that remove students from the classroom in the following ways: ● 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 Schools will support efforts to reduce the overuse of discipline practices that remove students from the classroom in the following ways: ● 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

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.**	● 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.

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.	● 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. 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. ● 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 and participate

Preschool Transition Plans

	in kindergarten classroom walk-throughs.

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.	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 21.

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.	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. At he District level, federal funds support (at least a portion of) the salary and benefits for a DistrictFederal 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. 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. In conjunction with the District-level goals, 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,

Title I, Part A – Instructional Programs

| | ranging from basic classroom supplies, electronic devices and 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.
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.
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. |

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

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).	● 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.

Title I, Part C – Migrant Supplemental Support Services

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	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. 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,

Title I, Part C – Migrant Supplemental Support Services

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.)	and local churches and Community Partners. Typically, a pre- and post-test is administered to provide evidence of growth. 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. 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.

4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

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	Goal 1 - Improve Graduation Rate: ● Currently, the graduation rate for Lowndes SWD is above the State Target of 62.94%. In 2019, the SWD Graduation Rate was 77.14%. ● 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-July. Prior to the submission due date, the Director attempts to contact students who were not contacted by the high school coordinators. ● When it becomes available, special education teachers will be made aware of the toolbox highlighting best practices related to improving the graduation rate from LEAs across our state. They will be encouraged to use this information to increase the graduation rate of SWDs. ● 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 ● 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.

IDEA Performance Goals:

| 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 | Goal 2 - Improve Services for young children with disabilities
● 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
● Parents   resources listed and linked on website, informational pamphlet 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.ul
● Community-based students may be served at local daycare centers, Head-Start programs, and at schools.
● A Special Education pre-school program is available in 4 out of 7 elementary schools in Lowndes County Schools.
● Students   in BFTS pre-K programs in schools may be served by the special   education pre-school teacher, paraprofessional, and SLP 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.
● American Sign Language Interpreter services are available in the special education pre-school program
● Transportation is provided to home schools and service schools

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   programPersonnel assigned to Young Children include:● BCW Transition specialist
● Special education coordinator
● 4 pre-school special education teachers
● 6 pre-school special education paraprofessionals
● 7 speech/language pathologists
● OT
● PT |

| 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 | Goal 3 - Improve FAPE
● Serve students based on individual needs
● Increase instruction on specific skill gaps, particularly Lexile at middle school level
● Integral relationship with School Social Workers to address the whole child
● Training on conducting FBAs and writing solid and effective BIPs
● Increase Mindset training, share de-escalation techniques with a larger audience
● Continue to support and improve PBIS |

IDEA Performance Goals:

| 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** | ● 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 student information system are provided to regular education teachers at first of year faculty meeting
● 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 conference 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 |

IDEA Performance Goals:

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**	Goal 4 - Improve Compliance ● Update special education policies and procedures manual. New changes will be highlighted until the close of the year. New changes will be reviewed at Assistant Principal meetings. Assistant Principals and special education coordinators will re-deliver information at the school level. ● New teacher training. New teachers are asked to attend a half-day training prior to pre-planning and are provided a stipend. General information regarding our student information system, system procedures and expectations are shared. Overview of writing an IEP and conducting IEP meetings. ● 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. ● 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 meeting to review and adjust practices as needed ● Review of 3 IEPs at monthly coordinator meetings, using a compliance checklist. A pattern of required corrections alerts coordinators to provide targeted assistance ● 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

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement: **1. In support of well-rounded educational opportunities, if applicablebrul** **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 #/ul** **3. In support of safe and healthy students, if applicable** **ul** **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 #/ul** **5. In support of the effective use of technology, if applicable** **ul** **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 #/ul**	The Lowndes County School System strives to provide all students with access to a quality academic education while exposing students to a variety of extracurricular opportunities, career-field exploration, and to maintain a social/emotional support platform of resources for all all students. LCSS incorporates many opportunities for students to gain a quality classroom education while them to expand their individual talents through athletics, fine arts, performing arts, foreign language, and Career, Technical, and Agricultural Education. LHS students, for example, may elect to participate in many course offerings in Advance Placement courses or dual enrollment courses as they matriculate towards graduation. LCSS works in partnership with several local agencies to provide a safe, secure, but nurturing learning environment for the students. The Lowndes County Sheriffs Office is a huge partner with the District, reflective of the fact that we employee at least one School Resource Officer (SRO) on each campus. These officers build relationships with the students, staff, and parents to help build a web of communication and relationships that help to keep all parties informed with the goal of preventing problems and not just having to react to issues. The Positive Behavior Intervention and Supports (PBIS) is a great example of how each school incorporates this initiative which helps address and recognize responsible behaviors that influence student achievement, student behavior, student attendance, and (indirectly) safety and security of the school. Through many years of consistent approaches and constant attention, the LCSS strives to provide connectivity to the digital and electronic world in order to provide our students with access the world of knowledge in and beyond the classroom doors. The infrastructure to support the capacity of a 1-to-1 environment exists at every facility within the District. Many schools provide electronic devices and provide these to students for us in whole group, small group, and individual settings. From local monitoring of the schools, LCSS recognizes the need for increased student collaboration using technology that is available within the classroom setting.

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.	The Lowndes County School System has successfully participated in the AdvancEd (SACS) and Ga Accrediting Commission accreditation process in FY 18 and FY 19, respectively. Throughout those processes, stakeholders were involved in the initial input, as well as, the follow up sessions. Likewise, stakeholders are informed consistently through media releases, social media, and Internet resources from the District and individual school levels. Throughout the year, opportunities for open to all stakeholders to request information about ongoing initiatives within the District and to provide input are available.

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

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**	Interventions Effective – Adjust Activities/Strategies

Provide a brief description of LEA's success in implementation of FY19 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Historically, LCSS has addressed equity gaps in the realm of Teacher Effectiveness. This was true moving into FY 19, as well as, FY 20. 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, the LCSS will continue to focus on Teacher effectiveness, but will re-direct its effectiveness determination to different data resources.

Lowndes County School District Family & Community Engagement Policy

What is Family Engagement?

Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning.

- That parents are encouraged to be actively involved in their child's education.

- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

- The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA).

About the Parent and Family Engagement Policy

In support of strengthening student academic Achievement, the Lowndes County School District (LCS) has developed this parent and family engagement policy that establishes the district's expectations for meaningful family engagement and guides the strategies and resources that strengthen school and parent/family partnerships in the district's Title I schools. This plan will describe LCS's commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic Achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. The LCS will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of federal law and each include, as a component, a school-parent compact.

Jointly Developed

LCS provides stakeholders e.g., parents, teachers, students, school officials, community agencies, and government representatives multiple opportunities to jointly develop, review, and revise Title I documents including the Parent and Family Engagement Policy. The Federal Programs Director and District Parent Engagement Coordinator will host a Shared Decision making (SDM) meeting annually. Stakeholders will be informed and invited to participate in the meetings via announcements posted on the district and school websites, media press release, social media, and flyers in Title I schools. Stakeholders attending the meeting will receive information and will be able to share in the discussion regarding Federal Programs, System Achievement Data, Federal Program Plans, Budgets, and Comprehensive LEA Improvement Plan (CLIP). Stakeholders are welcome to complete feedback cards during the SDM meetings and/or at any time on the district website.

Upon final revision, the district parent and family engagement policy was incorporated into the CLIP which was submitted to the state. Stakeholders are welcome to submit comments and feedback regarding the policy at any time on the school district website or by submitting written comments to your child's school. All feedback received by July 2019 was considered for revisions to this policy.

The district's plan to distribute this policy in the fall of each school year, the Title I District Family and Community Engagement Policy will be distributed to all parents: hard copies sent home with every student, by posting on the school and district website, copies available in the Parent/Family Information Resource Center (PIRC) of each Title I School and copies available at the Lowndes County Board of Education. Additionally, parents, families, and community stakeholders may request an electronic copy and in a format and language they can understand.

Strengthening Our Schools

The District Family Engagement Coordinator (FEC) will provide professional learning/technical assistance to principals and school-level Family Engagement Liaisons on a regular basis through planned meetings, on-site visits, webinars, emails, and phone calls to ensure parental engagement requirements are being met. Assistance will be provided to Title I schools in the development and implementation of multiple capacity building, academically-focused parent events, as well as, activities that support a welcoming school environment. When practical, we will strive to provide services to eliminate family and community engagement barriers. Title I schools will also offer events that help build a welcoming climate and partnership between families, schools, and community.

Reservation of Funds

The LCS will reserve 1 percent from the total amount of Title I funds it receives in 2019-2020 to carry out the parent and family engagement requirements listed in this policy and as described in federal law. Furthermore, the LCS will distribute approximately 90 percent of the amount reserved to Title I schools to support their school-level improvement goals and family engagement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations.

A district-wide, annual parent survey is conducted in February, for all parents to provide suggestions on how these family engagement funds could be used in the upcoming year at the district and school-level. Comment cards and minutes from these meetings were reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget. If you have suggestions, please contact the Federal Programs Director in the district office.

*Due to school closures during the 2019-2020 school year, district plans/policies, school plan/policy and compacts will remain active for the 2020-2021 school year. As revisions and updates are made they will be distributed to families with our goal of having new and updated Family and Community Engagement compliance documents for the 2021-2022 school year.

Opportunities for Shared Decision Making

Input and suggestions from parents, family members, and community partners are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend stakeholder input opportunities described in this section to share their ideas and suggestions to help the district, schools, and students to reach our student academic Achievement goals.

Stakeholder Input Meeting ~ Spring *2021*
All parents are welcome to hear the latest updates from the Lowndes County School District as well as review and provide input into the district parent and family engagement policy and the Consolidated LEA Improvement Plan for the 2020-2021 school year. Notices regarding this meeting will be advertised on the social media and news outlets in advance of the meeting. The district will also communicate information regarding this meeting on the school district website.

School Level Input Meetings ~ March & *May 2021*
Each Title I school will host a forum for parents and family members to participate in roundtable discussions to review the Schoolwide plan, the school's parent and family engagement policies as well as provide input on the family engagement budget and topics for school staff training. Each Title I school will send invitations home as well as post on social media and school marquee to notify them about the date and time of the forum. Information regarding the School Improvement Forum will also be made available on the school websites.

Family Engagement Team Meetings-*On-going*
Each Title I school has a Family Engagement Team that meets five times a year. All families are invited and encouraged to participate.

Title I Annual Parent Survey-*Spring 2021*
Parent input on the use of Title I funds to support family engagement programs will be provided through the annual district survey. The survey will contain questions related to the family engagement budget, welcoming climate, academic support and shared decision making.

National Standards for Family-School Partnerships

Building Capacity

The LCS will build the schools' and parents' capacity for strong parental engagement, in order to ensure effective engagement of parents and families to support a partnership among the Title I schools, parents, and the community to improve student academic achievement through the following districtwide activities and programs..

Of Parents - The LCS will provide families with information about the overall Title I program and its requirements. The district works with its Title I schools to help families understand academic expectations for student learning and progress. The district also offers assistance to parents in understanding use of its online student information system and other digital resources, including the harms of copyright piracy, through its technology specialists. Notifications about these opportunities will be posted on the district website and shared through school messaging systems, newsletters, and social media postings.

In addition, the district and school websites contain resources and materials such as parent guides, study guides, practice assessments materials for at-home learning. Hard copies of these materials are also available at all Title I schools, including copies in Spanish.

The LCS Parent Advisory Council, made up of parent representatives from each Title I school, advises the district and schools on all matters related to family engagement. Community leaders and business partners are also invited to serve on the council. The participation of all of our partners is encouraged through video conferencing and recording options to accommodate varying schedules.

The LCS will coordinate and integrate the district's family engagement programs under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs such as, the local preschool program and other federal and state funded preschool programs in the district. The district will invite faculty and staff from those programs to attend planning meetings focused on family engagement activities. In the spring, schools will host Kindergarten Ready days, Middle and High School Transition Nights, and College and Career Fair so parents may receive information to help prepare them and their children for the next life stage.

Of School Staff - The LCS will conduct four trainings during the school year for faculty and staff to learn and discuss strategies to increase family engagement, improve school-family communication, and build ties with parents and the community. To ensure that information related to district, school, parent programs, Family Engagement team meetings, and activities is available to all parents, each Title I school is required to send home and post online information for parents and family members in an understandable language and uniform format. At the beginning of the year, school staff will be trained on parent notifications and resources to be sent home in parents' preferred language, where applicable, and providing interpreters at parent events and Family Engagement Team meetings. Information posted on the district website will be translated to the extent practicable. The district will also utilize school phone call systems, district and school websites, local news media, and social media to post information for parents.

*__**Due to school closures during the 2019-2020 school year, district plans/policies, school plan/policy and compacts will remain active for the 2020-2021 school year. As revisions and updates are made they will be distributed to families with our goal of having new and updated Family and Community Engagement compliance documents for the 2021-2022 school year.__*

Family & Community Engagement Evaluation

Each year, the LCS will conduct an evaluation of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality of the Title I schools through an annual parent survey and the School Improvement Forums.

Beginning in February, each Title I school will send home a survey and email a link to the survey for parents to provide valuable feedback regarding the parent and family engagement activities and programs. These surveys will also be posted on the district and school websites for parents to complete. In addition to the annual survey, each Title I school will also use the School Improvement Forum to facilitate group discussions to discuss the needs parents of children eligible to receive Title I services to design strategies for more effective family engagement.

The LCS will use the findings from the school forums and the survey results to design strategies to improve effective family engagement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies.

Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district family engagement coordinator will communicate and collaborate with the Office for Student Support Services to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

Mark Your Calendars

For Parents

Annual Parent Survey
February, 2021

School Input Meetings
March & May 2021
Local school site

Stakeholder Input Meeting
May 2021 –
County Board Office

For Schools

Building Capacity of School Staff
Ongoing
Local school site

Family Engagement meetings
Ongoing
Local school site

Approval

This districtwide parent and family engagement policy has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, school, and district personnel at the annual State of the District meeting.

This policy was approved by the Lowndes County School District on June 14, 2019 due to school closures, this plan will continue for the 2020-2021 academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children during the fall semester.

GaDOE
Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Local Educational Agency (LEA) Lowndes County Schools

Superintendent Name Wes Taylor

Mailing Address 1592 Norman Dr.

Physical Address (if different from above) _____

City Valdosta.,   **Zip** 31602

Foster Care Point of Contact (POC) Name Penny Turner   **POC Email** pennyturner@lowndes.k12.ga.us

POC Mailing Address 1592 Norman Dr.

City Valdosta   **Zip** 31602

POC Telephone 229-316-1890   **POC Fax** 229-245-2275

_____   2/19/2019
Superintendent Signature   Date

Wes Taylor
Print Name of Superintendent

The Georgia Department of Education (Department) is required to ensure the educational stability of children in foster care. (ESEA section 1111(g)(1)(E)). In coordination with state and tribal child welfare agencies, the Department must ensure that its LEAs implement the Title I educational stability requirements for children in foster care, including ensuring that:

- A child in foster care remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
- If it is not in the child's best interest to stay in his or her school of origin, the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and,
- That the new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records. (ESEA section 1111(g)(1)(E)(i)-(iii)). In fulfilling this role, the SEA should coordinate with the state or tribal child welfare agency to develop and disseminate uniform guidelines for implementing the Title I educational stability provisions. Developing uniform statewide policies and procedures for ensuring educational stability for children in foster care, as many States have already done under the Fostering Connections Act, will facilitate successful implementation at the local level. This is particularly important given the shared agency responsibility for educational stability under Title I and the Fostering Connections Act, and because a single LEA or local child welfare agency will likely have to collaborate with multiple partner agencies in implementing these provisions.

Additionally, the SEA must conduct regular monitoring and oversight to guarantee appropriate implementation of these provisions at the local level. (See 2 C.F.R. §§ 200.331(d), 200.328(a); 34 C.F.R. § 76.770).

On the state level, the Georgia Department of Human Services (DHS), which houses the Division of Family and Children Services (DFCS) periodically sends a list of children in foster care that are flagged in the Department's student information system for information sharing and reporting purposes; however, on the local level, LEAs will be notified directly by foster parents, Court Appointed Special Advocate, DFCS case workers or Education Support Monitors (ESM), within the Educational Programming, Assessment and Consultation (EPAC) unit of DFCS. Once identified, LEAs must implement its plan to ensure educational stability for children in care. For the best interest of the children in care, LEAs should follow all mandated regulations under FERPA and keep the status of these children confidential.

As a result, the Department is requiring all LEAs, including virtual schools and charter schools that function as an LEA, to complete a Foster Care Transportation Plan. The plan should be completed in addition to the development and implementation of written transportation procedures and the identification of a Foster Care Point of Contact. Please complete this plan and return it by:

Wednesday, July 31, 2019

Instructions for submission:
- After the LEA superintendent signs the assurances, scan the entire document as a PDF and save it as the "FY20 Foster Care Transportation Plan".
- Upload the signed PDF version of the document to the CLIP online portal via the Consolidated Application for FY20.

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Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

NOTE: In order to answer the questions below, refer to the Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care.

I. Foster Care Transportation Plan: PLANNING

A. The LEA's role is to have a transportation plan in place for children in foster care to their school of origin. Describe your plan to:
     1. Coordinate transportation with the local child welfare agency.
     2. Implement steps to be taken if additional costs are incurred.
     3. Execute the local dispute resolution process.
 	
 Include the roles of key players (e.g. LEA Foster Care Point of Contact, LEA Superintendent, LEA Federal Program Director, EPAC Unit Education Support Monitor, Case Worker, Court Appointed Special Advocate, Juvenile Court representative, etc.) *Please limit the response to 1,000 characters.*
 	
 Foster children will be allowed to stay in their school of origin when placed in foster care unless it is determined this is not in the child's best interest with the Department if Family and Children Services providing transportation if outside of the LEA transportation zone. The LEA Foster Care Point of Contact, Penny Turner, collaborates with the County Director of Lowndes County Department of Family and Children Services, Gail Finley, developing clear procedures to ensure foster children remain in their school of origin. LEA will allow foster children to remain in their school of origin when it is in their best interest. DFCS covers any additional costs associated with such unless LEA transportation is available at no additional cost to the system.

B. What steps should an LEA and local child welfare agency take to ensure that transportation is provided immediately, even if they face difficulty reaching agreement on how to pay for additional transportation costs? *Please limit the response to 1,000 characters.*   LEA Foster Care Contact, Penny Turner, has ongoing efforts to meet with and communicate with Lowndes County DFCS regarding all transportation issues. Communication and collaboration between the two agencies is excellent, therefore, we do not foresee any issues. If issues arise, we are certain we can come to a resolution that is fair and equitable for everyone.
C. The LEA must designate a Foster Care Point of Contact that coordinates with the local child welfare agency. Describe the point of contact's role and responsibilities. *Please limit the response to 1,000 characters.*   The point of contact is Penny Turner, one of our school social workers. Ms. Turner has extensive history working the local DFCS office so she will maintain contact with foster care workers and supervisors to ensure expeditious services are provided allowing students in foster care to attend their school of origin when it is in their best interest.

II. Foster Care Transportation Plan: GUIDING QUESTIONS			
A. If a child is placed within the LEA's school attendance area and projected transportation cost are negligible, transportation should be immediately provided without supplemental assistance from the local child welfare agency. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if:			
	YES	**NO**	**N/A**
1. The local child welfare agency agrees to reimburse the LEA for the cost of such transportation.	Yes		
2. The LEA agrees to pay for the cost of such transportation.		No	
3. The LEA and local child welfare agency agree to share the cost of such transportation.		No	
Describe the agreement the LEA has made with the local child welfare agency regarding transportation costs. *Please limit the response to 1,000 characters.*			

Lowndes County Schools will provide transportation within the school zone in which the student resides. When foster children attend school outside of their school of origin, DFCS is responsible for additional cost of transportation.

B. All LEAs must meet the requirement to provide transportation for children who are in foster care to their schools of origin *(Similar to the McKinney-Vento requirement for students experiencing homelessness)*. Does your LEA currently provide transportation services? If no, describe your plan to meet this mandate.	Yes
Please limit the response to 1,000 characters.	

GaDOE
Georgia Department of Education
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ASSURANCES

By checking the box beside each statement and by affixing my signature to these Assurances, I certify that I have read each and agree to be held accountable for the content of each of the following statements:

☒ The LEA will collaborate with state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of time in foster care.

☒ The LEA ensures that children in foster care needing transportation to the school of origin promptly receive such transportation in a cost-effective manner.

☒ The LEA ensures that children in foster care remain in the school of origin while any disputes regarding transportation costs are being resolved.

☒ The LEA will collaborate with State or local child welfare agency to provide transportation if a child is placed in foster care placement across district, county, or State lines.

☒ In accordance to the Every Student Succeeds Act (ESSA) and the Fostering Connections Act, the LEA will continue to provide transportation to children that exited foster care for the remainder of the school year, if it is in the best interest of the student.

I am authorized to sign and submit this application on behalf of the applicant. My signature certifies that all information included in the application is accurate. I understand that all information submitted is subject to verification.
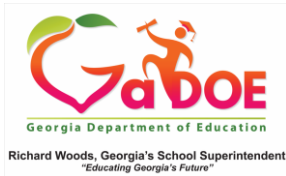
Lowndes County Schools
LEA Name

Wes Taylor
Printed Name of Superintendent

Superintendent
Title

Signature of Superintendent
(Please sign in blue ink only)

2/19/2019
Date

School District: *LOWNDES COUNTY*　　　　　　　　　　School Year: ***2019-2020***

All school districts in Georgia follow the state and regional GaDOE MEP ID&R plan as outlined in the Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook. The plan below describes how the school district will implement ID&R requirements aligned to the state and regional ID&R plans.

I. ID&R Planning and Implementation

1. How often will the MEP contact meet with local ID&R staff (recruiters and supplemental service providers or SSPs) to monitor the implementation of this ID&R plan (minimum of once a semester and summer)?
   *August, September, March, and May: The meeting in May will include summer ID&R planning on the agenda. This meeting is scheduled for **May 17, 2019.***

2. How will the district manage and coordinate local staff year-round (regular school year and summer) ongoing recruitment efforts for enrolled and out-of-school youth (OSY) including pre-school aged children? Please describe and include flexible staff schedules, peak periods of agricultural activity, visits to seasonal and temporary work sites such as; farms, packing sheds, and processing plants that work with poultry, beef, or wood. Include narrative that ensures the use of the ID&R Activities checklist to guarantee all ID&R activities are taking place at the appropriate time with required documentation.
   The SSPs will recruit during summer school in June. Also, on Re-signs, they will recruit during the month of August when they are back on contract (which encompasses the first month of school). The peak times in Lowndes County for ID&R are March-June and August-September. Continuously throughout the year, the SSPs will communicate with crew leaders, camps, neighborhoods, churches, local motels, Headstart, and other known gathering places of Migrant families within the community. The LCSS registrar will provide the SSP with Occupational Surveys (OSs) throughout the summer as new students are registered for school and throughout the year. ESOL teachers within the District help to inform the SSPs about prospective Migrant students, as well. Current Migrant families communicate with the SSPs by word-of-mouth, as well. The SSPs periodically submit their schedules reflecting ID&R (as needed) and this will reflect increases during the peak months. Flexible work hours will be used to make as many contacts as possible, for conducting ID&R activities, and updating efforts during the key times. Even during inclement weather, SSPs are provided flexibility from their normal schedules during the year to make contacts in camps and trailer parks when the workers can't be in the fields. The ID&R checklist will be used to guide these efforts and it will be updated as need. The SSPs schedules remain flexible during the entire school year to accommodate ID&R efforts and may use work-day exchange to help in this effort. For an example, WDE may be used when an SSP sees an opportunity to use a weekend day to recruit and can exchange that time for release from the normal work schedule. (For the summer of 2019, LCSS is in transition of replacing one of the SSP positions. This will put the load of recruitment on one active SSP until August.)

3. How will the district coordinate with regional and state MEP staff for identifying and contacting potentially eligible migratory families, targeting enrollees and non-enrollees (ages 0 to 21), and ensure COEs are completed as needed (within two days)?
   The SSPs will make frequent contact with the State Recruiter for coordination. COE will be completed in a timely manner- the first two-days are preferred. The SSP will communicate with the Regional Recruiter to plan for the recruitment for families and OSY who are hard to locate.

4. How will the district contact currently eligible migratory children and youth to determine if new qualifying moves have occurred and ensure COEs are completed as needed?
This will be done by the SSPs during the re-sign window in the month of August (the beginning of school), after school breaks, and after reviewing Occupational Surveys from students who are enrolling in the LCSS. THe SSP will communicate with the Migrant families via phone contact and home visits once the OS is received.

5. How will the district ensure the occupational survey (which is completed by all students during new student registration and back-to-school registration) is gathered, reviewed, and prioritized for further follow up to identify potential migratory children and youth? Include a reference to training local school staff on the process.
The MEP Contact/assigned SSP will ensure that the form in use is current and part of the registration packet for new enrollees and in the back-to-school packets for returning students. The registrars gather the OSs during the registration process for new students. The SSPs may pick these up from the registrars at the Centralized Enrollment Office or they are sent to the SSPs on a daily basis once school begins. SSPs review the information and prioritize those forms with positive response and follow-up. Barring unusual circumstances, the SSPs will complete the follow-up within two days. If needed, the State Recruiter will be contacted for assistance/guidance. If the child is identified as qualifying for Migrant Education services, the SSP will notify school officials/registration office of the student's status. The MEP Contact or designee will review the Occupational Survey to ensure that the information is still current and accurate. Annually, an update of the MEP strategies is provided to all LCSS employees via Power Point (in email), faculty meetings, or other available venues/opportunities on the dynamics of the MEP program and identification of students. Registrars are directed to identify the OS during registration process and communicate with the SSPs as soon as possible.

6. How will the district coordinate with other agencies, organizations, and resources to build a recruitment network and identify potentially eligible migratory participants?

The SSPs in Lowndes County work with the following groups to help identify potential students in need of Migrant Education Program services:
- *Telemon Corporation,*
- *Farm Workers Clinic,*
- *the Lowndes County Health Department,*
- *the Georgia Department of Labor,*
- *Migrant Headstart,*
- *Community Partners in Education,*
- *Valdosta State University, (CAMP),*
- *crew leaders,*
- *Goodwill, and*
- *the LCSS social workers.*

Since ID&R efforts are ongoing, SSPs make personal, electronic, or phone contact with the afore- mentioned groups on a monthly basis- more frequently during the peak ID&R months- to obtain updated information on all age groups. Assistance to help meet the needs of Migrant families is coordinated with community agencies and school system programs when possible.

II. School District/Local Agricultural Information

1. How will the district create and/or maintain a current local agricultural map containing profiles of employers, agricultural activities, crops and/or growing seasons in your area? Please explain how this information will be updated during the year (each semester minimum).
SSPs gather information from the DOE Migrant Education website, regional recruiter, crew leaders, and from working with local farmers. The SSPs keep this information and update it in August, January, and May. A map is maintained and highlighted to show agricultural activities, crops, employment locations, and includes employer rosters with business name, address, and the contact person's name and phone number.

2. How will the district create and or maintain a local agricultural map that includes the areas/neighborhoods and labor camps where migratory families may reside? Please explain how this information will be updated during the year (each semester minimum).
The information contained in #1 will be used in the process to create of the map to plot Migrant participants.

3. What is the district's plan for contacting employers within its boundaries regarding hiring practices, crops and growing seasons in order to identify potentially new eligible migratory families?
SSPs visit the site and make calls frequently to the employers and crew leaders.

4. The district's list of agricultural activities, local agricultural map, residential map, and list of employers must be readily available to be shared with the GaDOE MEP staff throughout the current school year when requested and/or needed. Where will this information be stored in the district? (Please ensure to keep all this information current and on file).
The SSPs keep this information current and in their notebooks and provide a copy to the Migrant Contact Office. SSPs maintain a current local agricultural and residential map in the Migrant office/classroom area of Lowndes Middle School.

DISCLAIMER
The Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook is the primary source of information for all aspects of ID&R.

Reminders

- All quality control procedures must follow the *Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook* quality control descriptors. Please visit: http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/publications.aspx and click on the *Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook* link.

- You may use the Georgia MEP State Agricultural Activities map as a starting point when creating your local agricultural map: http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Identification- and-Recruitment.aspx

- Remember that your local agricultural map must include information unique to your area and compliment the Georgia MEP State agricultural map with information not currently identified/found in it.

Agreement

✔ I agree that all the information provided in this ID&R Plan is true and up-to-date to the best of my knowledge and will be readily available for the Georgia MEP staff for use, research, resources, and/or monitoring purposes throughout the current school year.

Created by: *Herb Hamilton*   Submitted by: *Herb Hamilton*   Date created: *June 6, 2019*