GaDOE

Georgia Department of Education

Comprehensive Needs Assessment
2018 - 2019 District Report

Identify Needs

Select Interventions

Coherent Instructional System

Effective Leadership

Professional Capacity

READY TO LEARN

READY TO LIVE

WHOLE CHILD

READY TO LEAD

Family & Community Engagement

Supportive Learning Environment

Examine Progress

Implement Plan

Plan Implementation
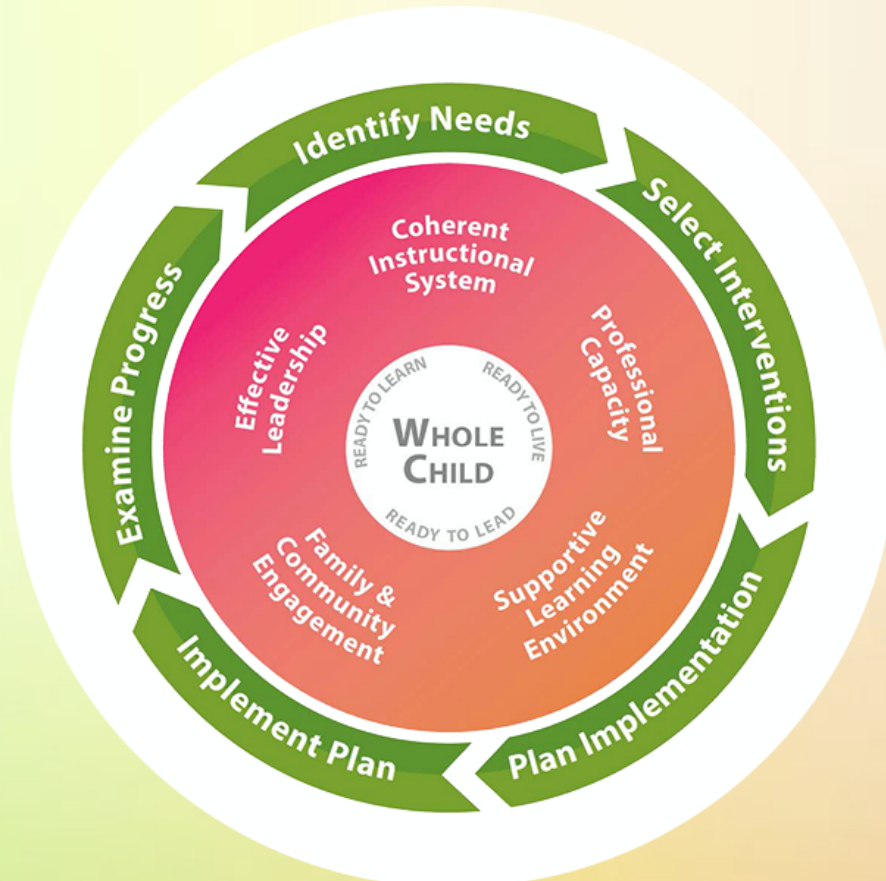
Lowndes County

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 ("NA" may be used)
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)	Katie Chappuis- Non-Title
Multiple Program(s)	School Leader (#2)	Bill Haskin- Title
Multiple Program(s)	Teacher Representative (#1)	Sara Merriman- MS/HS
Multiple Program(s)	Teacher Representative (#2)	Joy Robinson/Sara Wildes- ES
McKinney-Vento Homeless	Homeless Liaison	Sandra Wilcher
Neglected and Delinquent	N&D Coordinator	Herb Hamilton
Rural	REAP Coordinator	NA
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	Penny Turner
Title II, Part A	Title II, Part A Coordinator	Herb Hamilton
Title III	Title III Director	Herb Hamilton
Title IV, Part A	Title IV, Part A Director	Herb Hamilton

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant superintendent	Rodney Green
Multiple Program(s)	Testing director	Rodney Green
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
Multiple Program(s)	Principal representatives	Katie Chappuis/Bill Haskin
Multiple Program(s)	High school counselor / academic counselor	NA
Multiple Program(s)	Early childhood or Head Start coordinator	Julie Klein

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Teacher representatives	Joy Robinson/Sara Wildes
Multiple Program(s)	ESOL teacher	Patricia Salgado/Daniel Valdez
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	Patricia Salgado
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	NA
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	NA
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	Al Rowell
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 ("NA" may be used)
Multiple Program(s)	Students (8th - 12th grade)	NA
Multiple Program(s)	Private School Officials	NA
Migrant	Out-of-School Youth and/or Drop-outs	Daniel Valdez- Migrant SSP
Title I, Part A	Parent Representatives of Title I Students	NA
Title I, Part A - Foster Care	Local DFCS Contacts	NA
Title II, Part A	Principals	Ivy Smith/Katie Chappuis- SEEDS Administrators
Title II, Part A	Teachers	NA
Title II, Part A	Paraprofessionals	NA
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	NA
Title I, Part A	Parents of English Learners	NA

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	NA
Multiple Program(s)	Parent advisory council members, school council parents, Parent- Teacher Association or Parent- Teacher Organization members	NA
21st CCLC	21st CCLC advisory council members	NA
Migrant	Local Head Start representatives (regular and/or migrant Head Start agencies)	NA
Migrant	Migrant PAC Members	Austria Pacheo/Karla Ivonne Mata (MEP Parents)
Migrant	Local farmer, grower, or employer	NA
Migrant	Family connection representatives	NA
Migrant	Local migrant workers or migrant community leaders	NA

Recommended and Additional Stakeholders

Program	Position/Role	Name
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/Jackie Parker
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 are able to provide meaningful feedback throughout 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 improvment.	2.06
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform plannig and decision-making consistent with established guidelines, policies, and procedures.	2.06
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.	2.06
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. Source: TLE Electronic Platform (FY17)	

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.	2.1
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.	2.08
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.	2.07
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. **Source:** TLE Electronic Platform (FY17)	

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.	2.06
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.	2.03
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.	2.06
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.	2.06
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.06

Leader Keys Effectiveness System- Standard

Standard	Score
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.	2.03
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.	2.06
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.03
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. **Source:** TLE Electronic Platform (FY17)	

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.	2.2
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. **Source:** TLE Electronic Platform (FY17)	

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.	2.06
5.Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.06
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.	2.03
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.	2.06
8.Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.03
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. **Source:** TLE Electronic Platform (FY17)	

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.	2.19
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.	2.2
10.Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.13
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. **Source:** TLE Electronic Platform (FY17)	

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.	2.03
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.03
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. **Source:** TLE Electronic Platform (FY17)	

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.	2.13
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. **Source:** TLE Electronic Platform (FY17)	

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.	

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.	2.06
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.	2.03
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.	2.06
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.	2.06
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.06
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.	2.03
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.	2.06
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.03
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. **Source:** TLE Electronic Platform (FY17)	

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.	2.19
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.	2.1
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.	2.08
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.	2.27
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.	2.07
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.	2.2

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.	2.13
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. **Source:** TLE Electronic Platform (FY17)	

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?	*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).*
What does the perception data tell you?	*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 within the first two years.* *Based on 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?	*Classroom observation data (formal and informal) and data from a technology based observation tool (ELEOT) to determine student engagement.*

What does your process data tell you?	*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?	*Basedon Spring 2018 GMAS EOG GMAS EOC tests, LCSS students improved in 23 outof 26 tested subject areas. LCSS did not improve in 5th-grade science, 5th grade SS, and 7th- gradeMath. However, with the slight decline in those three areas, we werestill averaging more than 40% of our students scoring at the proficient levels(Levels 3 4).* *Comparedto other students in the RESA, our students continue to outperform their RESAcounterparts in most academic areas. Only one other school system in thesystem outperformed LCSS in all four 5th grade content areas and 7th-grade math.* *LCSScontinues to perform better than comparable systems that have a similardemographic makeup to include similarethnicities, level of poverty, the percentageof 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 Arte 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)*

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.* ● ● *The community in general rates the System very favorably and seems to*

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?	*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.*

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.*

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?	● *EL-Low writing scores in push-in model* ● *The trend for SWD is upward in middle and high school ELA, Math and Social Studies from 14-15 to 15-16. However, projections developed locally indicate all areas will have a decrease in achievement. Both elementary ELA and Math decreased from 14-15 to 15-16 while Science and Social Studies stayed statistically equal.* ● *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, Post-Secondary Outcomes, and 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. High school students have improved significantly in 9th grade Lit, they are still below the State. In Econ/Business/ Free Enterprise LCS 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 and squeezing more academic time from within the school day. Parents have indicated an interest in parent education that will be addressed 18-19.*

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	**Title I affords schools the opportunity to implement strategies that work more effectively by reducing the teacher-student ratio with the funds that are available through the Class-Size Reduction (CSR) strategies. This provides the teacher more one-to-one time with each student and to provide greater focus on their individual needs. Academic Coaches to serves the staff through site-based professional learning provides additional support at the school-level.** **Providing Title I supported schools with technology devices/resources is strength. These schools are able to put technology directly in the hands of these students to discover knowledge and manipulate the learning who otherwise may not have these opportunities available to them.** *The newer perspectives of utilizing federal funds (as define in the Resource*

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	*Allocation Method/Plan- or RAMP) provides greater flexibility to address Title I school needs.*

Challenges	*Potential reduction of federal funds may pose an obstacle in the coming years. LCSS will strive to protect the class-size reduction positions as we feel this is the most important expenditure we make with Title I support. However, this would result in less classroom resource allocation (i.e. technology, supplies, etc.) that would be available for students.*

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	**Parents are genuinely supportive of the efforts of the LCSS and appreciate the work done by the teachers and leaders of the schools. Survey responses consistently demonstrate satisfaction with the mission/vision of the schools and parents are supportive of these efforts. Overall, parents are interested in their child's progress and in the success of the school/system. Another strength is the coordination of efforts through the work of a District-wide F CE Coordinator that assists the schools with their engagement efforts and helping insure equity and compliance.**

Challenges	*Though compliant with the guidelines set forth by Title I, true, effective parent participation in the decision-making process and educational reinforcement continues to be weak at the School and District levels. Parent participation is best when coupled with a performance/event involving their child. But, rarely, is participation strong when the sole purpose is to address the implementation of Title I initiatives.*

Title I, Part C - Education of Migratory Children

Strengths	**The LCSS employs TWO (2) SSPs who frequently work within the community to seek and support these students. These students are served through regular schools programs (when possible) and local instruments/resources are used to help establish thresholds for instructional supports (i.e. universal screeners, benchmark assessments, etc.). For those students who are here for short periods of time, the SSPs work with the students and their families to try and establish specific educational goals for the children. This is done within the school (if enrolled) and out in the homes/community.** **LCSS has an active OSY/DO program that incorporates the iPod approach to strengthening language development for those students who do not enter school. One of the SSPs works with these young people after work hours/on weekends to help strengthen basic communication skills for employment and conversational skill.** *The other SSP works with children who are expected to begin per-kindergarten the next school year. She serves these children in the home setting and provides the families with guidance on how they can help the children practice the skills and knowledge presented by the SSP to help the children prepare for the formal classroom setting.*

Title I, Part C - Education of Migratory Children

Challenges	*The greatest challenge for MEP students is the achievement gaps as reflected in student data and standardized test scores. MEP consistently demonstrate lower marks (on average) as compared to the all students category. Achievement scores related to the content areas of language arts and reading illustrate this point. Reading skills, thusly, have a major impact on all other content areas, as well.*
	Potential reduction of federal funds may pose an obstacle in the coming years. LCSS will strive to protect the SSP positions as we feel this is the most important expenditure we make with Title I, PART C support. However, this would result in a reduction in services that would be available for Migrant students. Summer programs hinge on the availability of funding, as well.

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

Strengths	**LCSS has two residential facilities that are served within the District. There is a very good history and relationship between the LCSS and these facilities. LCSS provides tutoring support, supplies, and technology equipment/support for the students at each facility to help bridge gaps in learning that may exist. The contracted provider who works both facilities demonstrates great concern for the students and routinely goes above and beyond the expectations of the contract to work with the students and facility leaders.**

Challenges	*The uncertainty of the longevity of the students at the facilities creates issues for the daily building of success for the students. Finding the most effective way to reach these students in light of the unpredictable timing parameters is always in question. The aforementioned potential of reduced funding creates an cloud of doubt in exactly how these services will look in the future for these students*

Title II, Part A - Supporting Effective Instruction

Strengths	*LCSS has a very good reputation as a school system and is very desirable employment for educators. There are three post-secondary educational facilities that all provide teacher preparation programs in their degree areas. This provides our system with close, supportive teacher preparation programs to work closely with teacher candidates through internships and student teaching.*
	LCSS offers opportunity for growth within the system as most of the administrators in LCSS have served as teachers in the system and have matriculated the ranks into administration

Title II, Part A - Supporting Effective Instruction

Challenges	*Geography and opportunity are constantly battling with larger systems to attract and maintain younger teachers (as they are drawn to bigger cities/systems who may offer higher stipends/signing bonuses). Some content areas have historically been areas of need, specifically Special Education. There has been an overall decrease in interest in the field of teaching. In general, fewer people are choosing to pursue a career in education. Some estimates have the reduction of students going into education majors as much as 30% or more.*
	LCSS faces a need as several District and School level administrators are within a few years of retirement. LCSS needs to identify and train potential leaders toreplace these positions as veterans retire.-

Title III - Language Instruction for English Learners and Immigrant Students

Strengths	*A very dedicated, close-knit group of ESOL teachers is, by far, the greatest strength to this program and for these students. The teachers truly internalize the love of teaching "their" students and frequently go above and beyond the call of duty for them. The teachers become the "friendly face" of our system for the families of these students.*
	The ESOL teachers participate (almost monthly) in **professional learning events specifically designed to address ESOL needs. They do this in a Professional Learning Community (PLC) just for their content-specific needs, as well as, through outside WIDA/ESOL workshops and conferences.**

Challenges	*A very small and restrictive budget constrains the support opportunities available with this group of students. The changing expectations in acceptable levels assessment scores has created concerns for the staff, as well.*

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.*

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

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 FY 18 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= 27% . Non-Title I Schools= 29%* *Emergency/Provisional Certificates- Title I schools= 1.4% . Non-Title I Schools= 3.5%* *Out-of-Field Percentage (All Courses)- Title I Schools= 6.7% Non-Title I Schools= 11%* *TAPS (Summative Mean) - Title I= 21.77. Non-Title Schools= 20.99* *Inexperienced Leaders- Title I schools= 16.6% . Non-Title I schools= 47.2%*

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	**Title IV is a new grant that offers flexibility to help address the needs for students that have traditionally been omitted from federal funding support. It provides funds that can be used to help provide support for students who are struggling, students wishing to accelerate, and identified needs to help increase safety and security for all students. Because it is flexible and transferable to other federal grants, LCSS choose to transfer the FY 18 funds to other grant areas that suffered lower allotments in order to maintain existing programs. This will continue to be a viable option in FY 19.**

Title IV, Part A - Student Support and Academic Enrichment

Challenges	*Within the Title IV guidelines exist some restrictions how the funding may be allocated. The biggest issue is that this grant works great if a district wishes to start a new initiative, but it is susceptible to the supplanting guidelines to try an go back and fund an already existing program.*

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 high 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	Title IV, Part A - Student Support and Academic Enrichment 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 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	Title IV, Part A - Student Support and Academic Enrichment 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	Title IV, Part A - Student Support and Academic Enrichment 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 # 3

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	Title IV, Part A - Student Support and Academic Enrichment
	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	● *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*

Root Cause # 4

Additional Responses	

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	Title IV, Part A - Student Support and Academic Enrichment 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	● *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*