GaDOE

Georgia Department of Education

District Improvement Plan
2018 - 2019

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 appy)	
✓	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

Factors(s) Used by District to Identify Students in Poverty (Select all that appy)	
	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
✓	Other (if selected, please describe below) For FY 19, LCSS will pilot the Community Eligibility Program (CEP) option at TWO (2) of its Title I schools- Clyattville Elementary School and Moulton-Branch Elementary School. The other three school-wide program schools (Lake Park Elementary School, Pine Grove Elementary School, and Lowndes Middle School) will continue to be ranked based on the Free/Reduced meal applications.

2. DISTRICT IMPROVEMENT GOALS

2.1 Creating Improvement Goals

Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environement.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific   Measurable   Attainable   Relevant   Time-Bound

An example of a SMART goal is:
By the end of the school year 2017 - 2018, all teachers will heave training and be included in a PLC for their content-specific area.

Enter the district's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 District Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplmental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional
CIS - 1 Planning for quality Instruction
CIS - 2 Delivering Quaility Instruction
CIS - 3 Monitoring student progress
CIS - 4 Refining the instructional system

Effective Leadership
EL-1 Creating and maintaining a climate and culture conducive to learning
EL-2 Cultivating and distributing leadership
EL-3 Ensuring high quality instruction in all classroom
EL-4 Managing the District and its resources
EL-5 Driving improvement efforts

Professional Capacity
PC-1 Attracting staff
PC-2 Developing staff
PC-3 Retaining staff
PC-4 Ensuring staff collaboration

Family and Community Engagement
FCE-1 Welcoming all families and the community
FCE-2 Communicating effectively with all families and the community
FCE-3 Supporting student access
FCE-4 Empowering families
FCE-5 Sharing leadership with families and the community
FCE-6 Collaborating with the community

Supportive Learning Environment
SLE-1 Maintaining order and safety
SLE-2 Developing and monitoring a system of supports
SLE-3 Ensuring a student learning community

2. DISTRICT IMPROVEMENT GOALS

2.2 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	Static academic growth/achievement
Root Cause # 2	Need to focus on elements at the domain levels
Root Cause # 3	ELA/writing/reading continue to produce lower achievement results than desired
Root Cause # 4	Increasing rigor in instructional expectations
Goal	Using FY17 data as a baseline measure, each year the district shall increase its CCRPI score by 3% of the gap between the baseline year and 100. FY17 District CCRPI Score = 82.6 (Gap = 17.4 3% = 0.522) FY18 Target is 83.122

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 and Effectiveness	Agendas, sign-in sheets, notes, program design
Position/Role Responsible	District Leadership
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating 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 Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Agendas, sig-in sheets, notes, PLC minutes, administrator meetings
Position/Role Responsible	T&L Staff
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits,	*Coastal Plains RESA, Local post-secondary educational programs*

Action Step # 2

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating 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 and Effectiveness	Agendas, sign-in sheets, notes, shared resources
Position/Role Responsible	T&L Staff, Academic/Instructional Coaches, School Technology committees
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating 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

Action Step # 4

Subgroups	Student with Disabilities
Systems	Effective Leadership Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Agendas, sign-in sheets, notes from meetings, survey results
Position/Role Responsible	District Directors
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating 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*

2. DISTRICT IMPROVEMENT GOALS

2.3 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	Identifying reasons for absences
Root Cause # 2	Reduced effectiveness from the existing student absence protocols
Root Cause # 3	Inconsistent application of the existing attendance policy
Root Cause # 4	Create more accessible opportunities for family/community engagement and improve communication
Goal	Using FY17 SLDS district attendance data as a baseline measure, each year the district will decrease the percentage of students who miss 10 or more school days. (FY17 District Attendance missing 10 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 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 and Effectiveness	Electronic documentation
Position/Role Responsible	Registrars, Principals/APs, SROs
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating 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 and Effectiveness	Administrative meeting notes, sign in sheets
Position/Role Responsible	Student Support Dir., Principals
Timeline for Implementation	Yearly

Action Step # 2

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating 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 and Effectiveness	Meeting notes, protocol revisions
Position/Role Responsible	Director of Student Support
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	*Department of Juvenile Justice, Superior Court Judge, LODAC*

DISTRICT IMPROVEMENT PLAN

3 Required Questions

Required Questions

Stakeholder Involvement to Improve and Coordinate Activities

In developing this plan, briefly describe how the district sought advice from individuals and organizations [teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a district that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II, Part A] regarding how best to improve the district's activities to meet the purpose of Title II, Part A; and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA programs, and activities being conducted in the community.	*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. Survey data, conversational data, school meetings, community forums, and (even) the monthly School Board meetings afford the voice of any concerned employee, parent, or citizen to be heard.* *This past year, a collective group of all stakeholder groups was assembled to help drive the accreditation process for FY 18. From that process, a representative group had multiple opportunities to provide input into the current performance and the long-range vision of the District.*

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 ineffective, out-of-field, or inexperienced teachers.	*LCSS prides itself on providing students with the very best teachers, support staff, and administrators available. 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 18, Title I schools personnel were rated higher that those at non-Title I schools.*

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**	● *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*

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.	*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.* ● *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

State whether or not the district waives certification under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33).	*Lowndes County School District waives certification under the State Board Rule-Strategic Waivers (160-5-1-.33).*

PQ – Waiver Recipients

If the district waives certification, specify whether or not, in the current fiscal year, certification is waived for all teachers (except Special Education). If certification is waived for a select group of teachers, please specify for which teachers the district waives certification. The description must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). Please note that in Georgia certification requirements for Special Education teachers CANNOT be waived. All Special Education teachers are required to hold GaPSC special education certification	*For FY 19, 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 – Waiver Recipients

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PQ – Minimum Qualification

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.)	*At a minimum, certification or degree (whether completed or in progress) in some content area is required. For some Career,Technical, and Agriculture Education courses, the minimum qualifications may be established job performance and practice in a specific field area. The information below outlines the desired professional qualifications (in order of preference):* *IN-FIELD. This means that the candidate is certified in the content area that they will be teaching. This level of qualification resembles the old federal law known as Highly Qualified (HiQ). In-Field is the highest standard for a classroom teaching position and is the desired level of recruiting/recommendation for employment.* *(Anything below In-Field will require a plan of action by the Principal and the Candidate to meet local Professional Qualifications (i.e. meet the In-Field status).* ● *Parents Right to Know and 20-Day Notifications will apply for all candidate situations listed below:* *CERTIFIED/WORKING ON THE ENDORSEMENT. This Candidate has certification, but maybe not in the content area that they will teach. However, they agree to take the GACE/get certified in the job-specific, content-specific area for which you are recommending them.* *CERTIFIED. The Candidate has a teaching certificate, just not in the content area they will be teaching. The Principal and Candidate will need to work on a plan to meet the local Professional Qualifications desired by the District.* *COLLEGE DEGREE. The Candidate has a college degree, but does not hold any form of teacher certification.* *CONTENT EXPERIENCE. There may be some situations where you will look to Candidates who possess specific expertise and/or have professional experience in a specific content. Situations like this may include, but are not limited to, CTAE*

PQ – Minimum Qualification

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.)	*positions.*

State and Federally Identified Schools

Describe actions the district will take to assist its state and federally-identified schools needing support. Include the prioritization of Title II, Part A funds.	*There are no Comprehensive Support Instruction (CSI) or Targeted Instruction Support (TSI) schools in the Lowndes County School System for FY 19.*

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.	

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*

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.	● *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*

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.	● *LHS and 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 MOWR.* ● *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.* ● *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.*

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.	*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 spend time in K classrooms, have lunch and conduct 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.	**NA- No Targeted School identified in Lowndes County Schools**

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.	**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.** *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 needs.* **Class-size reduction teachers, STEM teachers, Academic Coaches, school Parent Engagement Liaisons, paraprofessionals** *are provided in Title I schools with some of the supplemental funds. Student needs are addressed through the funding support, ranging from* **basic classroom supplies, electronic devices and supporting hardware, to supplemental content materials and web-based opportunities** *to develop and expand their learning.* **Costs assicoiated with 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. The System provides tutoring support and technical access for those students who live at these facilities and exhibit significant gaps in their educational growth. Summer tutoring is provided whenever funds are available.**

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.	

Title I, Part C – Migrant Intrastate and Interstate Coordination

Describe how the district will promote interstate and intrastate coordination of services and educational continuity through: ● the use of the Title I, Part C Occupational Survey; ● the timely transfer of pertinent school records, including information on health, when children move from one school to another; and ● how the district will use the Migrant Student Information Exchange (MSIX).	● *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 OC to the appropriate SSP on a daily basis. At the high school, the registrar will provide the SSP with the OC form on a daily basis, as well.* ● *The SSP will evaluate the OC once received and will determine eligibility for services. If the student qualifies, the SSP will contact the family and set up an interview.* ● *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

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

Title I, Part C – Migrant Supplemental Support Services

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

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;**	*Goal 1 - Improve Graduation Rate:* ● *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 attendance* ● *Stress and improve relationship building between students, staff and parents*

Describe how the district will meet the following IDEA performance goals: ● **IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;**	*Goal 2 - Improve Services for young children with disabilities* ● *Training on assessment and accurate reporting on Young Children's Outcome Data* ● *Speech/Language services at all elementary schools and within the community, addition SLP position FY19* ● *Special Education preschool services at 4 elementary schools, up 1 position from FY18* ● *Transition meetings on a monthly basis with BCW*

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;**	*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*

IDEA Performance Goals

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;**	• *Increase Mindset training, share de-escalation techniques with a larger audience* • *Continue to support and improve PBIS*

Describe how the district will meet the following IDEA performance goals: • **IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.**	*Goal 4 - Improve Compliance* • *Update spec policies and procedures manual in real-time, Google Site* • *New teacher training* • *Highlight sections of the manual at each AP meeting* • *Review IEPs, correct errors* • *Middle and high school training on writing compliant Transition Plans*