



# Comprehensive Needs Assessment 2020 - 2021 District Report



**Telfair County**

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

#### Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Lenard F. Harrelson, Jr.
Multiple Program(s)	Federal Programs Director	Cindy Jones
Multiple Program(s)	Curriculum Director	Cindy Jones
Multiple Program(s)	School Leader (#1)	Anthony McIver, Christopher Ellis
Multiple Program(s)	School Leader (#2)	Eric Cowart, Patrick DeLoach
Multiple Program(s)	Teacher Representative (#1)	Ginger Spires
Multiple Program(s)	Teacher Representative (#2)	Shelby Meeks
McKinney-Vento Homeless	Homeless Liaison	Cindy Jones
Neglected and Delinquent	N&D Coordinator	Cindy Jones
Rural	REAP Coordinator	Cindy Jones
Special Education	Special Education Director	Lisa Jarrard
Title I, Part A	Title I, Part A Director	Cindy Jones
Title I, Part A	Family Engagement Coordinator	Josey Zavala
Title I, Part A - Foster Care	Foster Care Point of Contact	Cindy Jones
Title II, Part A	Title II, Part A Coordinator	Cindy Jones
Title III	Title III Director	Cindy Jones
Title IV, Part A	Title IV, Part A Director	Cindy Jones
Title I, Part C	Migrant Coordinator	Cindy Jones

#### Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant superintendent	NA
Multiple Program(s)	Testing director	Lisa Jarrard
Multiple Program(s)	Finance director	Kyla Milton
Multiple Program(s)	Other federal programs coordinators	NA
Multiple Program(s)	CTAE coordinator	Sherry Beasley
Multiple Program(s)	Student support personnel	Mallory Lovvorn, Gladys Hall, Julie Joiner

**Recommended and Additional Team Members**

<b>Program</b>	<b>Position/Role</b>	<b>Name</b>
Multiple Program(s)	Principal representatives	Angelyn McGhee, Rodney Moore, Bill Wood
Multiple Program(s)	High school counselor / academic counselor	Julie Joiner
Multiple Program(s)	Early childhood or Head Start coordinator	Cindy Marshall
Multiple Program(s)	Teacher representatives	Ashley Bland, Mauri Jarrard
Multiple Program(s)	ESOL teacher	Laurie White
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	Fran Ray
Special Education	Student success coach (SSIP)	Faye Moore
Title II, Part A	Human resources director	Cindy Jones
Title II, Part A	Principal supervisors	Lenard Harrelson
Title II, Part A	Professional learning coordinators	Cindy Jones
Title II, Part A	Bilingual parent liaisons	Josey Zavala
Title II, Part A	Professional organizations	NA
Title II, Part A	Civil rights organizations	NA
Title II, Part A	Board of education members	Marion Black
Title II, Part A	Local elected/government officials	NA
Title II, Part A	The general public	Britney Yawn, Stan White, Lamar Marshall, Matt Singleton, Chris Milton
Title III	Refugee support service staff	NA
Title III	Community adult ESOL providers	Cindy Marshall, Betty Allen
Title III	Representatives from businesses employing non-English speakers	NA
Title IV, Part A	Media specialists/librarians	Patti Deep, Jennifer Joines
Title IV, Part A	Technology experts	Jennifer White, Dafaney White
Title IV, Part A	Faith-based community leaders	Jason Dickerson

## 1. PLANNING AND PREPARATION

### 1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

#### Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Noah Harrelson, Hannah Williams
Multiple Program(s)	Private School Officials	NA
Migrant	Out-of-School Youth and/or Drop-outs	Jairo Perez Ramos, Hugo Rivaldo Mo Ical
Title I, Part A	Parent Representatives of Title I Students	Britney Yawn, Heather Cook, Curtis Smith, Stan White, Lamar Marshall, Matt Singleton, Chris Milton
Title I, Part A - Foster Care	Local DFCS Contacts	Rose Morris, Sheila Gilder
Title II, Part A	Principals	Anthony McIver, Christopher Ellis, Eric Cowart, Patrick DeLoach
Title II, Part A	Teachers	Connie Selph, Cindy Stapleton, Becky Alligood, Wendy Yawn, Shirley Ikedionwu, Randy Warren, Kim Seay, Melinda Batchelor, Carol Kahrman, Sabrina Rentz, Robin Loden, Samantha Stanley-Bateson, Robin Ott, Rachel Pope
Title II, Part A	Paraprofessionals	Macy Moore, Toni Williams, Tyler Pitt, Brenda Collins
Title II, Part A	Specialized Instructional Support Personnel	Ginger Spires, Shelby Meeks
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Laura Smith (FACS Agent), Joel Rogers (Family Connection), Sheila Tillman (Brewton-Parker College), Martha McBride (Oconee Fall Line Technical College), Paula Anderson (Telfair County Chamber of Commerce)
Title I, Part A	Parents of English Learners	Maria Banda

#### Recommended and Additional Stakeholders

**Recommended and Additional Stakeholders**

<b>Program</b>	<b>Position/Role</b>	<b>Name</b>
Multiple Program(s)	RESA personnel	NA
Multiple Program(s)	Technical, college, or university personnel	Sheila Tillman (Brewton-Parker College), Martha McBride (Oconee Fall Line Technical College), Narvis Cosby (Fort Valley State University)
Multiple Program(s)	Parent advisory council members, school council parents, Parent- Teacher Association or Parent- Teacher Organization members	Britney Yawn, Heather Cook, Curtis Smith, Matt Singleton, Jason Dickerson
21st CCLC	21st CCLC advisory council members	NA
Migrant	Local Head Start representatives (regular and/or migrant Head Start agencies)	Linda Richardson
Migrant	Migrant PAC Members	Maria Banda
Migrant	Local farmer, grower, or employer	NA
Migrant	Family connection representatives	Joel Rogers
Migrant	Local migrant workers or migrant community leaders	Leticia Martinez
Migrant	Farm worker health personnel	NA
Migrant	Food bank representatives	Mallory Lovvorn
Migrant	Boys and Girls Club representatives	Larry Wells
Migrant	Local health department representatives	Gina Adams, Becky Green
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)	NA
Special Education	Parents of a student with disabilities	Randy Warren
Special Education	Parent Mentors	NA
Title II, Part A	School council members	Britney Yawn, Heather Cook, Curtis Smith, Matt Singleton, Jason Dickerson

<b>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</b>	The team selected stakeholders that were representative of the school system, parents, and community members. This district is small and some repetition of names are indicative of the multiple roles to which staff members are assigned. Stakeholder involvement was at the LEA and/or school level. Their viewpoints offered a unique perspective into the continuous district and school improvement process while maintaining a common vision and mission. There is not a private school within the county at this time, and no notice has been received of Telfair County students attending private schools outside the county.
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How will the team ensure that stakeholders, and in partiacar parents and/or guardians, were able to provide meaningf input into the needs assessment process?	During the needs assessment process, stakeholders participate in local needs assessment surveys. Administrators, teachers, paraprofessionals, students, parents, and community members are surveyed. Results of the surveys are disseminated to all stakeholders via the district web page. Stakeholder representatives work with the schools and LEA to analyze data that is collected throughout the year and to identify areas of strength as well as areas in need of improvement. The comprehensive needs assessment document is available for review internally and publicly for feedback from all interested stakeholders.
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## 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		
<b>Exemplary</b>	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	
<b>Operational</b>	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
<b>Emerging</b>	The district processes for engaging and supporting schools in curriculum design without district process or support.	
<b>Not Evident</b>	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.		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	2. The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	✓
<b>3. Emerging</b>	3. The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	2. The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	✓
<b>3. Emerging</b>	3. The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	2. The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
<b>3. Emerging</b>	3. The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
<b>4. Not Evident</b>	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
<b>1. Instructional Leadership:</b> 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
<b>3.Planning and Assessment:</b> 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
<b>4.Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.88
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .Source::</b>TLE Electronic Platform (FY19)	



## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>2.Instructional Planning:</b> 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.	2.04
<b>3.Instructional Strategies:</b> 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.	2.06
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .Source::</b>TLE Electronic Platform (FY19)	
<b>4.Differentiated Instruction:</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.03
<b>5.Assessment Strategies:</b> 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.	2.03
<b>6.Assessment Uses:</b> 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.	2.03
<b>8.Academically Challenging Environment:</b> The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.05
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> .Source::</b>TLE Electronic Platform (FY19)	

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Effective Leadership webinar](#) for additional information and guidance.

#### Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
<b>2. Operational</b>	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	✓
<b>3. Emerging</b>	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	✓
<b>2. Operational</b>	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	
<b>3. Emerging</b>	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	
<b>2. Operational</b>	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	✓
<b>3. Emerging</b>	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently	
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	
<b>2. Operational</b>	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	
<b>3. Emerging</b>	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.	✓
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	✓
<b>3. Emerging</b>	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, but may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations	
<b>4. Not Evident</b>	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
<b>1. Instructional Leadership:</b> 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
<b>2. School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.62
<b>3. Planning and Assessment:</b> 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

## Leader Keys Effectiveness System- Standard

Standard	Score
<b>4.Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.88
<b>5.Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.5
<b>6.Teacher/Staff Evaluation:</b> 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.	2.75
<b>7.Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.12
<b>8.Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.62
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source::</b> </b></td><td></td>	
TLE Electronic Platform (FY19)	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>9. Professionalism:</b> 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.	2.13
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source::</b> </b></td><td></td>	
TLE Electronic Platform (FY19)	

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Professional Capacity webinar](#) for additional information and guidance.

#### Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	✓
<b>3. Emerging</b>	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	
<b>2. Operational</b>	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	✓
<b>3. Emerging</b>	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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
<b>4.Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.88
<b>5.Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.5
<b>6.Teacher/Staff Evaluation:</b> 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.	2.75
<b>7.Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.12
<b>8.Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.62
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .Source::</b></td><td></td>	
TLE Electronic Platform (FY19)	



## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.17
<b>9. Professionalism:</b> 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.	2.13
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.05
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

#### Family and Community Engagement Data

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	✓
<b>3. Emerging</b>	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
<b>2. Operational</b>	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	✓
<b>3. Emerging</b>	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	The district engages family and community members to take leadership roles in feedback and problem-solving activities throughout the district.	
<b>2. Operational</b>	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	✓
<b>3. Emerging</b>	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	
<b>2. Operational</b>	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	✓
<b>3. Emerging</b>	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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
<b>2.School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.62
<b>8.Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.62
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source::</b> </b>TLE Electronic Platform (FY19)	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.05
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

#### Supportive Learning Environment Data

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
<b>3. Emerging</b>	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	The district provides, coordinates, and monitors student support systems and services.	
<b>3. Emerging</b>	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	
<b>4. Not Evident</b>	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	

## Supportive Learning Environment Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	
<b>3. Emerging</b>	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
<b>4. Not Evident</b>	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
<b>1. Instructional Leadership:</b> 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
<b>2. School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.62
<b>3. Planning and Assessment:</b> 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
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.88
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.5
<b>6. Teacher/Staff Evaluation:</b> 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.	2.75
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.12
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.62
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . Source: </b>TLE Electronic Platform (FY19)	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.17
<b>2. Instructional Planning:</b> 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.	2.04
<b>3. Instructional Strategies:</b> 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.	2.06
<b>4. Differentiated Instruction:</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.03
<b>5. Assessment Strategies:</b> 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.	2.03
<b>6. Assessment Uses:</b> 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.	2.03
<b>7. Positive Learning Environment:</b> The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.11
<b>8. Academically Challenging Environment:</b> The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.05
<b>9. Professionalism:</b> 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.	2.13
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.05
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . Source: TLE Electronic Platform (FY19)	

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

**What perception data did you use?**  
[examples: student perceptions about school climate issues (health survey, violence, prejudice, blying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]

- Georgia School Personnel Survey
- Georgia Student Health Survey
- Georgia Parent Survey
- Telfair County Schools Annual Parent and Family Engagement Survey
- Telfair County Schools Instructional Coach Perception Survey
- Telfair County Schools Teacher, Leader, and Paraprofessional Needs Assessment Surveys
- Telfair County Schools Employee Exit Survey
- Title I-C Out-of-School Youth Profile
- MEP Parent Survey
- School Climate Star Ratings

**What does the perception data tell you?** (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")

**What process data did you use?** (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)

- \* Professional Learning (including PLCs)
- \* TKES/LKES
- \* SAWs
- \* Benchmark
- \* RTI
- \* Teacher/Leader Recruitment and Retention



<p><b>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</b></p>	<p>Planning for quality instruction takes place through Professional Learning Communities (PLCs) at each school. During these sessions, curriculum maps and pacing guides are reviewed and revised based on state standards and evidence-based instructional strategies. Data is analyzed not only to determine standards being met and those not being met, but also to determine those students who need interventions and in what areas. In addition, student work is analyzed to ensure all teachers practice common grading procedures. These collaboration opportunities are very effective. Teachers have a set time and place each week with available resources provided to focus on improved teaching and learning.</p> <p>Guidance in delivering quality instruction is provided through on-site instructional coaches (ICs) at the elementary and middle schools and through Heart of Georgia RESA. Instructional coaches are able to provide resources, model evidence-based instructional strategies, and provide coaching based on walk-throughs and observations. Additionally, Heart of Georgia RESA provides professional development in many areas based on the needs of our schools. These processes are very effective in that they help teachers with individual professional learning needs.</p> <p>The TKES/LKES process, which includes walk-throughs, formal evaluations, and conference with administrators, helps with consistency. School/district administrators conduct Systematic Administrator Walk-Throughs (SAWs) and provide immediate feedback to teachers. Instructional coaches (ICs) provide support for teachers. Leadership (district, school administrators, instructional coaches) have worked collectively for consistency. All teachers have curriculum maps and pacing guides to lead their instruction. the processes are effective.</p> <p>Benchmark assessments are administered quarterly to monitor student progress. Benchmark analysis worksheets are completed to determine specific weaknesses in each subject area and individual weaknesses for each student. In addition, classroom formative/summative assessments are analyzed for purpose of monitoring student progress, along with grade sheets, progress reports, and report cards. A system-wide RTI process is in place and utilized. The sum of these processes ensure an effective student progress monitoring system.</p> <p>Leadership development is supported by providing opportunities for teacher leaders to participate in professional development opportunities. Administrators attend principal and assistant principal network meetings at RESA. The school system is supportive of candidates enrolled in leadership programs. All schools establish leadership teams in which department heads/grade leaders participate in decision making. School administrators, instructional coaches, and directors attend district leadership team meetings. Strategic planning, SACS/AdvancED recommendations, survey results, Strategic Waiver goals, school and system comprehensive needs assessments, and school and district improvement plans guide our structures and processes. Monthly meetings (leadership team meetings, principal meetings, BOE meetings, instructional coach meetings) ensure consistency and effectiveness. The meetings keep us focused on data and on the goals set forth in the schools and district. Processes are adjusted as needed. TCS posts job openings on the TeachGeorgia.org website to recruit teachers. Local advertising and communication with area colleges and school systems also help with the recruitment of quality candidates.</p>
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	Collaboration is a key component to retaining teachers and leaders and this is achieved through PLCs, vertical alignment meetings, department meetings, and leadership team meetings. Support from instructional coaches and school/system administrators is provided. Mentors are assigned to new teachers and leaders. New teachers participate in the new teacher induction sponsored by Heart of Georgia RESA. These processes are effective. Teacher retention rate for Telfair County Schools is above the state average.
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What achievement data did you use?	<ul style="list-style-type: none"> <li>● Benchmark Data</li> <li>● Classroom Assessments</li> <li>● GMAS Results (EOG/EOC)</li> <li>● End-of-Pathway Results</li> <li>● GKIDS Results</li> <li>● CCRPI Report</li> <li>● ACT/SAT Scores</li> <li>● Advanced Placement Results</li> <li>● GOSA Report Card</li> </ul>
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What does your achievement data tell you?	<p><b>Telfair County Elementary School:</b></p> <p>The GKIDS school summary report comparisons for FY18 and FY19 indicated a decrease in percentage of students meeting/exceeding the tested elements in ELA from 71.8 % to 56.3 %, and in Math from 81.8 % to 76.4 %. Of those GKIDS percentages, the greatest decline was seen in Writing, 47.6 % to 24.2 %, as well as in Language 69.2 % to 50.9 %. Additional GKIDS comparisons for FY18 and FY19, indicated the percentage of student ""Approaches to Learning" in regards to "Attention and Engagement" decreased from 67.5 % to 40.2 % with the state score being 71.3%, and "Personal and Social Development" decreased from 74.4 % to 51.9 % with the state score being 81.7 %. PreK and Headstart help prepare students for Kindergarten, but it is difficult for many students to adjust to formal, structured schooling. The Instructional Coach and TCES kindergarten teachers are involved in continuous outreach with these agencies in regards to working with their teachers and parents on academic and social skills. In addition, the district's literacy team works to implement the Birth to Books program in preparing parents of children ages 0-5 with early literacy and language skills.</p> <p>The percentage of 3rd grade students reading on Lexile level of 650 or above on the 2017-2018 GMAS decreased from 69 % to 47 %.</p> <p>The percentage of 4th grade students reading on Lexile level of 750 or above on the 2017-2018 GMAS increased from 46 % to 56 %.</p> <p>The percentage of 5th grade students reading on Lexile level of 850 or above on the 2017-2018 GMAS increased from 55 % to 71 %.</p> <p>Utilizing the Lexile Midpoint Scores: 49 out of 126 students (39 %) in grade 3 scored on or above the Lexile level of 670, 40 out of 133 students (30 %) in grade 4 scored on or above the Lexile level of 840, and 41 out of 113 students (36 %) in grade 5 scored on or above the Lexile level of 920.</p> <p>GMAS Data FY 17 and FY 18:</p> <p>*In FY 17, 21.8 % of students in grades 3-5 scored at the proficient (3) or distinguished (4)</p>
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	<p>level on ELA GMAS. In FY 18, 29% of students in grades 3-5 scored at the proficient (3) or distinguished (4) level on ELA GMAS. The data report from GOSA indicated an increase of 7.2 % in students scoring at the proficient or distinguished level. When broken down by subgroup for students scoring at the proficient or distinguished level for ELA over the two year period (FY 17 and FY 18): the Black/African American subgroup results indicated an increase of 0.4 %, the Hispanic subgroup results indicated an increase of 1.7 %, the White subgroup indicated an increase of 14.1 %, and the SWD subgroup results indicated an increase of 0.7 %.</p> <p>*In FY 17, 32 % of students in grades 3-5 scored at the proficient (3) or distinguished (4) level on Math GMAS. In FY 18, 36.9 % of students in grades 3-5 scored at the proficient (3) or distinguished (4) level on Math GMAS. The data report from GOSA indicated an increase of 4.9 % in students scoring at the proficient or distinguished level. When broken down by subgroup for students scoring at the proficient or distinguished level for Math over the two year period (FY 17 and FY 18): the Black/African American subgroup results indicated an increase of 5.7 %, the Hispanic subgroup results indicated a decrease of 9.9 %, the White subgroup indicated an increase of 5.3 %, and the SWD subgroup results indicated an increase of 0.7%.</p>
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What demographic data did you use?	<p>* SLDS* CPI Report of Teacher Demographic Data* Student Behavior Data* GOSA Demographic Data including Enrollment and Attendance</p> <p>* Students and Staff Demographic Data</p> <p>* CCRPI Data</p> <p>* Governor's Office of Student Achievement Report Card</p> <p>* Graduation Rate</p> <p>* Drop Out Rate</p> <p>* Pathway Completers</p>
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What does the demographic data tell you?	<p><b>Telfair County Elementary School:</b></p> <p>Student enrollment has remained relatively constant over the past 2 years at TCES including student subgroup enrollment. The two major ethnic subgroups at TCES are the black and the white subgroups. These two subgroups comprise 90% of the student population. TCES is above the state percentages in the following student subgroups:</p> <ul style="list-style-type: none"> <li>● Black,</li> <li>● White,</li> <li>● Economically Disadvantaged,</li> <li>● Migrant, and</li> <li>● Directly Certified (receive SNAP, TANF, homeless or migrant)</li> </ul> <p>Telfair County is a poor county with high unemployment, high generational poverty, and a high economically disadvantaged subgroup. As a result of a high Free or Reduced Price Lunch rate, all TCES students eat free breakfast and lunch.</p> <p>All TCES teachers are 100 percent certified to teach in their current positions. Several of our teachers are dual certified as well. Some teachers have received gifted endorsements. The average years of experience for our teaching staff is 16 years. The majority of our professional learning is job-embedded, and our instructional coach and administration</p>
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	work closely with teachers on a daily basis to continue to strive for student success. Data from the Certified/Classified Personnel Information (CPI) Report indicated that the number of days teachers were out of school for Professional Development declined, but teacher absences for sick leave and other reasons is greater than the state average.
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Strengths and Challenges Based on Trends and Patterns

<p><b>Coherent Instruction:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The Telfair County School System (TCS) provides a supportive, well-managed learning environment which establishes and communicates clear learning targets, uses research-based instructional strategies, provides feedback, and provides timely, systematic, data-driven interventions. Student work and program data are regularly analyzed. Teachers have a shared understanding of expectations for curriculum standards, assessment, and instruction. There is also a process in place to review curriculum documents and revise as needed, along with a balanced system of assessments to monitor learning and inform instruction. Some areas in which improvement may be needed are: increasing academic rigor, better differentiation of instruction, more productive use of technology to enhance learning, more effective use of common assessments, empowering students to actively monitor their own progress, and lesson/unit development.</p>
<p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The team determined that Telfair County School System provides opportunities for effective leadership among its stakeholders. Administrators build relationships with staff as well as students to ensure success. School-level and district-level leadership teams use data-driven sources to guide the learning at each school. Additionally, leaders provide the opportunity for teachers to lead through serving as department chairpersons, grade-level leaders, and committee leaders, and to facilitate PLCs and other professional learning activities. In order to identify the needs of all stakeholders, Telfair County School System utilizes data from various surveys, Teacher/Leader Keys Effectiveness System data, SAWs (Systematic Administrator Walk-Throughs), benchmark data, standardized test data, and Professional Learning Community meeting minutes.</p>

## Strengths and Challenges Based on Trends and Patterns

<p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Telfair County School System (TCS) rates at or above state average in most areas of professional capacity. TCS effectively attracts, develops, and retains effective teachers. The current procedures that are in place are effective as shown by verifiable data. The system provides numerous opportunities for staff to collaborate on a consistent basis and grow professionally through quality professional development. At this time, there are no recruitment and retention concerns. Through the use of Professional Learning Community meetings (weekly for Telfair County Elementary School and bi-weekly for Telfair County Middle School and Telfair County High School), grade-level and department meetings, school-level and system-level leadership team meetings, and various surveys, teachers and leaders have the opportunity to express concerns. The Teacher Keys Effectiveness System (TKES) and Leader Keys Effectiveness System (LKES) process plays a substantial role in holding leaders, teachers, and students accountable for learning. At this time, professional capacity is a strength for our school system.</p>
<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Telfair County School System is aware that family and community engagement in the educational process is key to student success. The system and schools use many outlets to share information that will help the system operate in a transparent and collaborative way with all stakeholders. Some of the programs offered at individual schools have shown to be successful, while others have garnered much lower participation than we would like to see. There could be a number of reasons for this: time, conflicting schedules, transportation. Overall, the system has shown improvement for engagement with parents where student academic learning is concerned. The significant trends and patterns that support the identification of student, parent, and community needs are developed from surveys/feedback results. Surveys are conducted after each family/community engagement event. During the spring, annual surveys are conducted. Family and Community Engagement is an area that we would like to see improve for our school system.</p>
<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Most classrooms within the Telfair County School System are well-managed and provide a supportive environment that is conducive to learning. In addition, schools attempt to ensure a positive culture where rules, practices, and procedures are developed, communicated, and implemented to maintain an orderly and safe environment. There is also evidence of a culture of trust and respect among teachers and students that supports personal growth and development and recognizes their achievements and accomplishments. A common vision/ mission is shared among students and staff that guides school and system improvement. Students, personnel, and parent surveys indicate that, overall, stakeholder needs are being met.</p>

## Strengths and Challenges Based on Trends and Patterns

<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The percentage of economically disadvantaged students is much higher than the state average. This, along with the high unemployment rate, high poverty rate, and low median household income of Telfair County residents, tends to produce low parent involvement and student apathy. The student mobility rate is considerably lower than the state average which is advantageous for the students in the Telfair County School System. In small communities such as Telfair County, families usually do not move around, so the students are allowed to stay in the same school and are not in danger of missing any standards that may be taught at different times in other schools.</p>
<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>*Telfair County Elementary School:</p> <ul style="list-style-type: none"> <li>- Number of kindergarten students meeting/exceeding in ELA on GKIDS decreased 15.5% from FY 18 to FY 19 and in Writing 23.4%. "Attention and Engagement" decreased 27.3%.</li> <li>- Gains were made by students in K-2 on reading benchmarks from Fall 17 to Spring 18.</li> <li>- Gains were made by students in K-2 on math benchmarks from Fall 17 to Spring 18.</li> <li>- Majority of students in grades 3-5 are not reaching Lexile Midpoint score.</li> <li>- Students in grade 3 decreased 22% in meeting Lexile of 650. (GMAS FY 17 &amp; 18)</li> <li>- Students in grade 4 increased 10% in meeting Lexile of 750. (GMAS FY 17 &amp; 18)</li> <li>- Students in grade 5 increased 16% in meeting Lexile of 850. (GMAS FY 17 &amp; 18)</li> <li>- All subgroups in grades 3-5 increased in ELA on GMAS FY 18.</li> <li>- All subgroups in grades 3-5, with the exception of Hispanic subgroup, increased in percentage of students scoring proficient (3) or distinguished (4) in Math on GMAS FY 18.</li> </ul> <p>*Comparing Beginning, Developing, Proficient, and Distinguished Learner levels across the last three years (2016-2018) for Telfair County Middle School, performance remained mostly constant across student groups in all subjects.</p> <p>*Telfair County High School has identified the patterns and gaps that occur within EOC data. White, black, economically disadvantages, and special education students (other subgroups are Too Few Students) have a significant gap in proficiency rating. This years EOC scores for our special education students in the science EOC were in the bottom 5% of the state. Along with this, we are also failed to reach the target set for TCHS in the following subjects and sub-groups:</p> <ul style="list-style-type: none"> <li>- ELA - Black Students</li> <li>- Science - Students With Disabilities</li> <li>- Social Studies - Black Students, Economically Disadvantaged Students</li> </ul> <p>In-depth professional learning opportunities are needed to analyze data, provide students with various instructional opportunities, and to provide teachers with planning times so they may develop lessons to meet students' needs.</p>



## 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 TCS Leadership team meets monthly to address all areas involved in the educational process for ALL students. This helps assure that SWD's needs are included in the decision-making process. Classroom observation data is used to assist in the development of professional learning activities. Monthly meetings among special education staff (including school psychologist and speech pathologists) help to plan instruction to meet student needs. Telfair County High School has a trained Transition Specialist.
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Challenges	Academic achievement continues to be a challenge for SWDs. There are gaps in content areas across all grade levels.
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## Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Telfair County School System's commitment to the allocation of Title I resources toward instructional personnel, instructional materials and resources, and family engagement is key to the district's coherent instructional program. School leaders are provided training related to appropriate Title I expenditures, record keeping, budgeting process, and completion of required documents. The district minimizes set asides so that the majority of the district's Title I budget and carryover is allocated directly to schools.
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Challenges	Reduction of Title I, Part A funds will pose an obstacle for the upcoming school year.
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## Title I, Part A - Foster Care



## Title I, Part A - Foster Care

Strengths	Telfair County School System has a Foster Care Transportation plan in place, and a foster care liaison has been designated. Foster care students have access to all instructional programs, services, and interventions available to Telfair County School System students.
Challenges	There are few foster parents in the district. There does not seem to be a consistent process for school districts to be notified when existing students enter the foster care system or when foster care students enroll.

## Title I, Part A - Parent and Family Engagement

Strengths	Parents are genuinely supportive of the efforts of the Telfair County School System and appreciate the work done by the teachers and leaders of the schools. Survey responses consistently demonstrate satisfaction with the parent and family engagement activities and events held at each school. Overall, parents are interested in their child's progress and in the success of the schools and system.
Challenges	Though compliant with Title I, Part A Parent and Family Engagement guidelines, the Telfair County School System feels that a greater capacity for families to use support strategies at home to enhance academic achievement should be developed, especially in middle and high school. Even though parent participation is evident, we would like to increase participation and reach parents who may not be as involved as others.

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

Strengths	Pre-K migrant participants met the implementation plan goal for school readiness during SY 2019, with the greatest gain being in letter recognition. Migrant participants in grades K-5 did well on the letter sound fluency, nonsense word fluency, and oral reading fluency benchmarks, with the greatest gains seen in first grade participants. Of K-5 migrant participants, 87% met the IP goal. All of the high school migrant participants met the IP goal for the 2019 school year.
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**Title I, Part C - Education of Migratory Children** - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Challenges	According to PAC members, parents are unable to help their children complete homework due to the language barrier. They expressed a need for weekly support with homework after school. All OSY who completed an OSY Profile during SY 2019 expressed English Language acquisition as a need, and PAC and survey data show a need for health supplies and mini-lessons for OSY/DO. Absenteeism was an issue that affected middle school migrant participants' progress this year. Of middle school participants, 45% did not meet the IP goal. The P3/P4 participant participating in school readiness services only showed a 2% growth from a pre-test to a post-test.
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**Title I, Part A and Title I, Part D - Neglected and Delinquent Children**

Strengths	Not applicable for Telfair County Schools.
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Challenges	Not applicable for Telfair County Schools.
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**Title II, Part A - Supporting Effective Instruction**

Strengths	Telfair County School District is transferring 100% of Title II-A funds into Title I-A.
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Challenges	Telfair County School District is transferring 100% of Title II-A funds into Title I-A.
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**Language Instruction for English Learners and Immigrant Students**

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and English proficiency. ● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English Learners in the LEA through state and local resources (the state funded ESOL Language Program).

● If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

## Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and English proficiency. • If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English Learners in the LEA through state and local resources (the state funded ESOL Language Program).

• If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

Strengths	Supplemental support services offered by the ESOL teacher give EL students a greater opportunity for academic success. The ACCESS test and proficiency level scores have been a helpful tool for classroom teachers. ACCESS scores, along with WIDA Can Do Descriptors, have helped teachers understand exactly what limitations language proficiency is causing for an EL. This has provided for targeted language instruction that helps close the gaps in the students' achievement. The scores and descriptors have helped teachers know what areas of instruction might be challenging for the EL students.
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Challenges	One of the greatest challenges is students who attend school several years in their home country and then enroll in the school district with little or no English proficiency. Learning and retaining grade-level content, especially in the middle and high school, is a challenge when the student is a very low EL learner. Some ESOL students are migrant. This affects their academic progress as well as their language proficiency due to their frequent moves.
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## Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	Most students identified as homeless are doubling up with family members or are unaccompanied youth staying with friends or relatives. Procedures are in place to make sure education is not interrupted and to make sure that student has what he/she needs to succeed. In addition, procedures are in place to expedite enrollment for homeless students and a transportation plan has been developed. Training is provided to all staff each year in the identification and reporting of homeless students.
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Challenges	Telfair County does not have homeless shelters in the county. Transportation could become a challenge if homeless students have to move outside the county.
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## Title I, Part A - Equitable Access to Effective Educators

Strengths	School and district leaders collaborate to ensure that all children are taught by teachers who are effective, in-field, and have access to quality professional learning. System-level and school administrators constantly analyze the quality of their staff. In addition, we strive to hire teachers that are experienced and have a record of excellence in instruction. Telfair County students are grouped heterogeneously and assigned to teachers randomly in a grade level. No student will have a greater chance than another of being assigned to a teacher that has a low or high level of experience or is of greater or poorer quality. Principals track student achievement by teacher so that students assigned to a teacher's class that did not perform well one year can be assigned to a teacher that has a record of students performing better the next year.
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Challenges	With fewer people entering the teaching field, it will become more and more difficult to hire professionally qualified teachers.
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## Title IV, Part A - Student Support and Academic Enrichment

Strengths	The Telfair County School District is transferring 100% of Title IV-A funds into Title I-A.
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Challenges	The Telfair County School District is transferring 100% of Title IV-A funds into Title I-A.
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## Title V, Part B - Rural Education

Strengths	Title V, Part B funds are used primarily to purchase technology for classrooms and for supplemental software. The technology director reviews inventory and accesses needs each year to request needed items to support teaching and learning. Title V-B has allowed us to purchase Chrome books, interactive white boards and projectors, and computers used for instruction.
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Title V, Part B - Rural Education

Challenges	Limited amount of funds requires careful planning and prioritizing of needs in each school. All funds target increasing student achievement in all schools.
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### 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	Improve student proficiency in all academic content areas.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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##### Overarching Need # 2

Overarching Need	Improve practices to effectively meet the needs of all students.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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### 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 - Improve student proficiency in all academic content areas.**

##### Root Cause # 1

Root Causes to be Addressed	Many students enter school without appropriate prerequisite skills, especially in regards to literacy and numeracy, due to low socioeconomic status and lack of exposure.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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##### Root Cause # 2

Root Causes to be Addressed	Classroom instruction and assessments are not aligned to the rigor of the standards.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

## Root Cause # 2

Impacted Programs	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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## Root Cause # 3

Root Causes to be Addressed	Students and their families lack the motivation to be effectively engaged in the instructional process.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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## Root Cause # 4

Root Causes to be Addressed	Many parents do not have the skills or confidence to help their children at home.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program



## Root Cause # 4

Additional Responses	
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## Root Cause # 5

Root Causes to be Addressed	Students need to learn to set their own goals and self-assess their work.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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## Root Cause # 6

Root Causes to be Addressed	Excessive absences and tardies impede the learning process for some students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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**Overarching Need - Improve practices to effectively meet the needs of all students.**

## Root Cause # 1

Root Causes to be Addressed	Classroom instruction and assessments are not aligned to the rigor of the standards.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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## Root Cause # 2

Root Causes to be Addressed	Teachers struggle to personalize learning when students have different proficiency levels.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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## Root Cause # 3

Root Causes to be Addressed	More effective, targeted, evidence-based interventions and support are needed to help students succeed.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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## Root Cause # 4

Root Causes to be Addressed	Teachers need guidance in how to use data to adjust classroom instruction in order to improve student achievement.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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# District Improvement Plan 2020 - 2021



## Telfair County

## DISTRICT IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

District	Telfair County Schools
Team Lead	Cindy Jones

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	

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

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

### 3. DISTRICT IMPROVEMENT GOALS

#### 3.1 Overarching Need # 1

##### Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student proficiency in all academic content areas.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Classroom instruction and assessments are not aligned to the rigor of the standards.
Root Cause # 2	Excessive absences and tardies impede the learning process for some students.
Root Cause # 3	Many parents do not have the skills or confidence to help their children at home.
Root Cause # 4	Many students enter school without appropriate prerequisite skills, especially in regards to literacy and numeracy, due to low socioeconomic status and lack of exposure.
Root Cause # 5	Students and their families lack the motivation to be effectively engaged in the instructional process.
Root Cause # 6	Students need to learn to set their own goals and self-assess their work.
Goal	By the end of the 2019-2020 school year, Telfair County School System will increase the percentage of students scoring proficient or above by 3% in ELA, Math, Science, and Social Studies as measured by the Georgia Milestones assessments.

##### Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11

## Equity Gap

Grade Level Span(s)	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	Provide opportunities for vertical and horizontal collaborative planning concentrating on rigor.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Meeting Minutes, Agendas, Sign-In Sheets, Lesson Plans, Walk-Throughs, Formal Observations
Method for Monitoring Effectiveness	Benchmark Assessments, GMAS, TKES
Position/Role Responsible	Principals, Assistant Principals, Instructional Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Others : 09/2019-06/2020

## Action Step # 1

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

Action Step	Continue to provide supplemental certified (class-size reduction teachers) and classified (paraprofessionals) personnel to provide evidence-based instructional support to students and teachers.
Funding Sources	Title I, Part A Title I, Part C IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	CPI, Schedules, Walk-Throughs, Lesson Plans, IEPs
Method for Monitoring Effectiveness	TKES, GMAS, Benchmarks
Position/Role Responsible	Principals, Assistant Principals, Federal Programs Director, Special Education Director
Evidence Based Indicator	Moderate

Timeline for Implementation Others :



## Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	None.
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## Action Step # 3

Action Step	Provide supplemental instructional materials and digital learning resources to enhance student learning.
Funding Sources	Title I, Part A Title I, Part C Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Quotes, Purchase Orders, Software Licences, Inventory, Usage Reports
Method for Monitoring Effectiveness	Benchmarks, Formative and Summative Assessments, Grade Reports, GMAS
Position/Role Responsible	Principals, Assistant Principals, Federal Programs Director, Special Education Director, Technology Director, CTAE Director
Evidence Based Indicator	Strong

## Action Step # 3

Timeline for Implementation	Others : Beginning of Year, Ongoing
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Telfair County Schools partners with reputable software and publishing companies to provide current, effective instructional materials and digital learning resources.
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## Action Step # 4

Action Step	Provide instructional coaches to support teaching and learning.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Schedules, PLC Documentation
Method for Monitoring Effectiveness	Contributing Professional Plans, Perception Surveys, GMAS Results
Position/Role Responsible	Principals, Federal Programs Director
Evidence Based Indicator	Strong

## Action Step # 4

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

Action Step	Provide support for students through the RTI process.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	RTI Notebooks, Meeting Minutes, Progress Monitoring Data
Method for Monitoring Effectiveness	Progress Monitoring Data, Benchmarks, GMAS
Position/Role Responsible	Principals, Assistant Principals
Evidence Based Indicator	Strong

## Action Step # 5

Timeline for Implementation	Weekly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Heart of Georgia RESA
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## Action Step # 6

Action Step	Utilize migrant tutors to provide supplemental support to migrant students.
Funding Sources	Title I, Part C
Subgroups	Migrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Time Logs, Monthly Time Sheets, Schedules, Observations, Technical Assistance Meetings
Method for Monitoring Effectiveness	Parent Surveys, GMAS
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	Strong

Timeline for Implementation	Weekly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	McRae First Baptist Church
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## Action Step # 6

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	McRae First Baptist Church
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## Action Step # 7

Action Step	Increase opportunities and provide strategies to promote family engagement.
Funding Sources	Title I, Part A Title I, Part C
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Meeting Invitations/Agendas/Sign-In Sheets
Method for Monitoring Effectiveness	Parent Surveys
Position/Role Responsible	Principals, PFE Coordinator, Federal Programs Director
Evidence Based Indicator	Strong

Timeline for Implementation	Others : 09/2019-05/2020
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## Action Step # 7

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Local churches, local businesses, Telfair County Health Department, Babies Can't Wait, Telfair County Family Connection, Ferst Readers
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## Action Step # 8

Action Step	Implement programs to encourage positive school relationships.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Meeting Agendas/Sign-In Sheets, PLC Documentation
Method for Monitoring Effectiveness	Student, Teacher, Parent Surveys; Discipline Reports; Attendance Reports
Position/Role Responsible	Principals
Evidence Based Indicator	Moderate

Timeline for Implementation	Others : 09/2019-05/2020
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## Action Step # 8

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	REACH mentors, local churches
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## Action Step # 9

Action Step	Provide supplemental materials and resources to improve the emotional, social, and academic outcomes for students.
Funding Sources	IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Quotes, Purchase Orders, Walk-Throughs, Formal Evaluations
Method for Monitoring Effectiveness	Anecdotal Evidence, Surveys
Position/Role Responsible	Principals, Counselors, Federal Programs Director
Evidence Based Indicator	Moderate

Timeline for Implementation	Monthly
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## Action Step # 9

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	SEL resource providers
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## Action Step # 10

Action Step	Provide health lessons and kits to out-of-school migrant youth and dropouts.
Funding Sources	Title I, Part C
Subgroups	Migrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Tutor Time Log
Method for Monitoring Effectiveness	Assessment Data, Surveys
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	Promising

Timeline for Implementation	Quarterly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Migrant Employers
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## Action Step # 11

Action Step	Provide support for students through an after-school program.
Funding Sources	Title I, Part A Title I, Part C Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Sign-In Sheets, Observations
Method for Monitoring Effectiveness	Assessment Data, Surveys
Position/Role Responsible	Principals, Federal Programs Director
Evidence Based Indicator	Moderate

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

## 3.2 Overarching Need # 2

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve practices to effectively meet the needs of all students.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Classroom instruction and assessments are not aligned to the rigor of the standards.
Root Cause # 2	More effective, targeted, evidence-based interventions and support are needed to help students succeed.
Root Cause # 3	Teachers need guidance in how to use data to adjust classroom instruction in order to improve student achievement.
Root Cause # 4	Teachers struggle to personalize learning when students have different proficiency levels.
Goal	Telfair County School System will increase its CCRPI score by 3% of the gap between FY19 results and 100.

## Equity Gap

Equity Gap	District Mean Growth Percentile (MGP)
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Content Area(s)	ELA Mathematics
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	Increase rigor in all academic classrooms.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	PLC Minutes/Sign-In Sheets, Walk-Throughs, Formal Evaluations, Lesson Plans
Method for Monitoring Effectiveness	Benchmarks, GMAS
Position/Role Responsible	Principals, Instructional Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

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

## Action Step # 2

Action Step	Improve student engagement during classroom instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	PLC Minutes/Sign-In Sheets, Lesson Plans, Walk-Throughs, Formal Observations
Method for Monitoring Effectiveness	Benchmarks, Formative and Summative Assessments, Grade Reports, GMAS
Position/Role Responsible	Principals, Assistant Principals, Instructional Coaches
Evidence Based Indicator	Strong

Timeline for Implementation	Weekly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Heart of Georgia RESA
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## Action Step # 3

## Action Step # 3

Action Step	Provide instructional coaches to support teaching and learning.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Schedules, PLC Documentation, Meeting Sign-In Sheets/Agendas/Minutes
Method for Monitoring Effectiveness	Perception Surveys, Assessment Data
Position/Role Responsible	Principals, Federal Programs Director
Evidence Based Indicator	Strong

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

## Action Step # 4

Action Step	Continue to implement and monitor efforts to increase the graduation rate of all students.
Funding Sources	Title I, Part A Title I, Part C Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Walk-Throughs, Formal Evaluations
Method for Monitoring Effectiveness	Grade Reports, Assessment Data, Attendance Data
Position/Role Responsible	Principals, Special Education Director, Federal Programs Director, Counselors
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Telfair County Recreation Department, Boys and Girls Club, DJJ/CHINS Committee
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## Action Step # 5

Action Step	Maintain ongoing, comprehensive, and effective professional learning communities.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PLC Agendas/Minutes/Sign-In Sheets, Walk-Throughs
Method for Monitoring Effectiveness	Surveys, Assessment Data
Position/Role Responsible	Principals, Assistant Principals, Instructional Coaches
Evidence Based Indicator	Strong

Timeline for Implementation	Weekly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Heart of Georgia RESA
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## Action Step # 6

Action Step	Provide professional learning on non-academic barriers to learning (suicide, mental health, poverty, homelessness).
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Meeting Agendas/Minutes/Sign-In Sheets.
Method for Monitoring Effectiveness	Surveys
Position/Role Responsible	Principals, Federal Programs Director, Special Education Director, Instructional Coaches, Counselors
Evidence Based Indicator	Moderate

Timeline for Implementation	Yearly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Heart of Georgia RESA, Mental Health Agency
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## Action Step # 7



## Action Step # 7

Action Step	Utilize supplemental technology/digital resources to enhance instruction and increase student achievement.
Funding Sources	Title I, Part A Title V, Part B Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, Walk-Throughs, Formal Evaluations, Inventory
Method for Monitoring Effectiveness	Assessment Data
Position/Role Responsible	Principals, Technology Director, Instructional Coaches
Evidence Based Indicator	Strong

Timeline for Implementation	Weekly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Heart of Georgia RESA
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## 4. REQUIRED QUESTIONS

### 4.1 Stakeholders, Serving Children, PQ

#### Required Questions

#### Stakeholder Involvement to Improve and Coordinate Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	Telfair County School District is transferring 100% of Title II-A funds into Title I-A.
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#### Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> <li>1. ineffective teachers</li> <li>2. out-of-field teachers</li> <li>3. inexperienced teachers</li> </ol> <p>(Please specifically address all three variables)</p>	<p>School and district leaders collaborate to ensure that all children are taught by teachers who are effective, in-field, and have access to quality professional learning. System-level and school administrators constantly analyze the quality of their staff. Plans are created for teachers who need to improve, and mentors are assigned to teachers during their first three years of teaching. To ensure that no children are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, a three-tiered method, including teacher evaluation program, student performance data, and failure rate, will be used to determine a teacher's effectiveness. The first tier will be based on the teacher's satisfactory performance as determined by the Teacher Keys Effectiveness System. The second method will be based on the teacher's ability to positively impact student achievement based on benchmark assessments and standardized test results. The expectation is that the subgroups within a class will meet or exceed the targets set forth by the system and state. The third tier will be based on the failure rate associated with individual teachers as compared to that of their peers. The expectation is that the instructor's failure rate will not exceed the average of the grade or like subject. A teacher will be considered effective if two of the three determinants are met successfully. Students previously taught by an ineffective teacher will only be assigned to teachers measured as effective.</p>
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Professional Growth Systems

<p>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 resting in improvements in teaching and student outcomes.</p>	<p>There are system-level processes in place to ensure cohesive preparation and training of staff. All professional learning supports the district's vision and mission. All employees, including classified and support staff, have the opportunity for professional learning to improve their knowledge and skills. Principals and assistant principals are the lead learners of their schools and model effective practices. Administrators, instructional coaches, and leadership team members work together to design and implement professional development that is school specific based on identified needs at individual schools. Data from certified and classified needs assessment surveys, TKES/LKES summative ratings on each standard, student growth reports, self-assessments, instructional coach observations, and Systematic Administrator Walk-throughs (SAWs) guide the professional learning planning and implementation process. Prioritized needs are targeted and a plan is developed to provide the training. All professional learning is evidence-based, personalized, and focused on improving teaching and student learning/achievement. Professional learning will be job-embedded, but delivered in the method most effective for the persons needing the training. TKES/LKES will be basis for individualized learning, while school improvement plans will guide other professional learning needs. An induction program is in place for new teachers. The program includes support from mentors and instructional coaches as well as trainings for new teachers. Targeted teacher development on content and pedagogy will be provided throughout the school year at all schools within the district. Specific professional learning for teachers regarding differentiation, assessment strategies/uses, instructional strategies, and academically challenging environments (standards addressed by TKES) will continue to be provided. Additionally, instructional coaches at each school will provide job-embedded professional development through training, coaching, and modeling. Instructional coaches will also conduct walk-throughs and observations and then provide constructive feedback to teachers. All professional learning is documented with sign-in sheets, agendas, evaluations, and observations. Teachers, leaders, and paraprofessionals collaborate during professional learning community meetings held bi-monthly at each school (before or after school). Protocols are in place to protect the meeting times and ensure productivity. The system continues to build teacher and leader capacity through endorsements, degree programs, and RESA opportunities. All staff members create a personalized professional learning goal or plan in the TLE electronic platform which describes the training needed and the impact it will have on teaching and student outcomes. The district will continue to increase its focus on evidence-based professional development that is results based and data driven. Professional development that is sustained, intensive, collaborative, job embedded, data driven and classroom focused is available to all teachers, leaders, and paraprofessionals.</p>
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PQ – Intent to Waive Certification

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

### 4.2 PQ, Federally Identified Schools, CTAE, Discipline

#### Required Questions

#### PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> <li>1. for all teachers (except Special Education service areas in alignment with the student's IEP), or</li> <li>2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).</li> </ol> <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Telfair County School System waives certification for teachers in grades P-12 for all fields except Special Education.</p>
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#### PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>Although Telfair County School System prefers to hire teachers who are certified and in-field, we realize this may not always be possible. Telfair County School System has made a commitment to hire the best candidate possible and provide intensive support during the certification process. As a minimum requirement, the candidate should have a four-year degree. Telfair County School System requires teachers who are professionally qualified to commit to a plan to obtain qualifications within a three-year period from the date of hire.</p>
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#### State and Federally Identified Schools

State and Federally Identified Schools

Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.	<p>Currently, Telfair County High School is the only school in the system that has been state-identified or federally-identified as needing support. The district will prioritize the school and its staff to receive additional support based on relevant data sources.</p> <p>Telfair County School District is transferring 100% of Title II-A funds into Title I-A.</p>
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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.	<ul style="list-style-type: none"> <li>*Use of CTAE Area Advisory Committees to foster input from businesses and industry</li> <li>*Guidance for Pathway completers through counselors and teachers</li> <li>*End of Pathway Assessments to guide students to certification in some areas</li> <li>*Several Pathway areas available from which students may select</li> <li>*Field trips for students to experience real world applications and industry</li> <li>*CTSO activities and competitions to hone and build new skills</li> <li>*CTAE state curriculum to guide teachers and students in specific content delivery</li> <li>*CTAE PLCs to support the work of CTAE teachers and share information and content to improve instruction</li> <li>*Local support and funding of the CTAE and WBL programs</li> <li>*Professional learning through conferences and workshops to update and better prepare teachers</li> <li>*Project-based and student-centered learning in many CTAE areas</li> <li>*Work-based learning opportunities that provide students in-depth interaction with industry professionals</li> <li>*Youth apprenticeship opportunities for interested students</li> <li>*Move On When Ready opportunities for interested students</li> <li>*WBL/YAP class presentations to inform students of different options and opportunities</li> </ul> <p>Both academic and CTAE programs are constantly scrutinized and evaluated with the goal of increasing student achievement through more effective course offerings and better advisement. The site implementation team at TCHS is composed of faculty members from academic, career/technical/agriculture, and special education departments. We work together to achieve the best education possible for all students. The special education department works closely with the CTAE department to offer suggestions on how to improve, implement, or modify programs and classrooms to better serve special populations. With inclusion, more special-needs students are being served by the CTAE department than ever before. TCHS works closely with Oconee Fall Line Technical College to articulate course offerings to better meet the needs of students and to create a smoother transition from secondary to post-secondary</p>
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CTAE Coordination

	institutions. Counselors at the middle and high school have been assigned to work toward the goal that all students will graduate from high school and are charged with compliance with the BRIDGE Act.
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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.	<p>Telfair County School System begins by conducting a yearly needs assessment to determine the needs of all its students in all program areas. Data is reviewed on a constant and ongoing basis throughout the year to adjust plan as needed. The system believes being proactive rather than reactive is the best discipline measure. Having a safe and orderly learning environment is valued by our district. Telfair County School System focuses on preventatives to establish behavior expectations. The district supports the efforts to reduce the overuse of discipline practices that remove students from the classroom by the following:</p> <p>Professional Learning: Teachers and staff that are trained with a large repertoire of strategies will monitor and support positive student behavior, lessening the need for discipline practices that remove students from classrooms. Data is collected from TKES to determine specific teachers who struggle with differentiation and meeting the needs of diverse learners and support is provided. The ESOL teacher attends Title III/ESOL workshops and conferences to bring new strategies and resources back to redeliver to faculty members at each school. Instructional coaches at each school provide ongoing training and support regarding differentiation and classroom management. Special Education Director has been trained in Check and Connect.</p> <p>Personnel: Telfair County School System has two School Resource Officers that provide support for students and staff. Paraprofessionals are available Pre-K through second grade and in Special Education classrooms to provide additional support to students to both monitor behavior and provide instruction. A Family and Community Engagement Coordinator is utilized to provide support and strategies for both parents and students so that proper behavior expectations are learned early and practiced at home as well as at school. A Migrant tutor and Migrant facilitator are provided to work with Migrant students and teachers to bridge language barriers and promote proper behavior expectations. APEX counselors are available to address mental health issues.</p> <p>Procedures: A system-wide RTI process (including behavior) is in place and is utilized by all schools to ensure struggling students receive identified strategies that will allow them to be successful in school. Each school in the Telfair County School System has a school-wide discipline plan. The TCS Code of Conduct includes leveled consequences</p>
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## 4. REQUIRED QUESTIONS

### 4.3 Title I A: Transitions, TA Schools, Instructional Program

#### Required Questions

#### Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>The middle and high schools work jointly to conduct a 9th grade parent-student night at the high school where parents and students are introduced to the high school staff. During this meeting administrators and teachers provide an orientation to rising 9th graders. These students and parents also receive an information packet with provides them with facts regarding different aspects of the high school curriculum including courses of study, along with college and career choices. Rising high school students are advised according to surveys previously completed in middle school. These surveys are used to help guide and develop Individual Graduation Plans for each student. These plans are used to provide college and career and/or employment opportunities for students. Students have opportunities to be in the Work-Based Learning program and/or participate in post-secondary classes, both on campus and virtually. Students utilize Move On When Ready and dual enrollment opportunities with coordinating post-secondary institutions. Additionally, students have opportunities to participate in campus tours to help facilitate the transition. Surveys are conducted annually with employers and local partners to determine the needs within the school, at post-secondary institutions, and on the job, to help make students more successful after leaving high school. The Career and Technical teachers conduct Advisory Council meetings with business partners and post-secondary institutions at least twice a year to determine needs to ensure successful transitions for our students. A College and Career Fair is held each spring at the high school and 8th grade students as well as high school students participate in the event. Representatives from military branches and from post-second institutions also provide information to students during lunchroom visits throughout the year.</p>
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#### Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>Plans are in place for all students when they transition from one school to another. Pre-K registration is held in the spring of each year for age-eligible children. Students are enrolled on a first come, first served basis. The Pre-K program is housed in the Board of Education building. All students receive a letter during the summer from the Pre-K office and an orientation is held during pre-planning to welcome the students and the parents to the school. Currently, the Telfair County School System has five lottery-funded Pre-K classrooms and one Pre-K handicapped classroom. A district Pre-K director monitors classrooms to ensure continuity in the services students receive. The</p>
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Preschool Transition Plans

	system provides a Summer Transition Program for rising kindergartners to help bring the achievement gap. A kindergarten registration is held each spring to recruit all upcoming five year olds. An evening parent meeting is held at the school to share information about preparing students for kindergarten, taking students on a tour of the building, and completing required paperwork.
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Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in constation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the mti-criteria selection to be used to identify the students to be served.	Telfair County School System has one Title I targeted assistance school. Telfair Alternative Preparation School (TAPS) was converted from an alternative program to an alternative school effective July 1, 2017. Telfair Alternative Preparation School will involve families and personnel in the planning and implementation of its Title I targeted assistance program. Stakeholders will be involved at the school level throughout the year to review various sources of data. In addition, stakeholders will be engaged in the district comprehensive needs assessment process which will be conducted in the spring. The school district will implement the targeted assistance program to provide supplemental services to students identified by the school as failing, or most at risk of failing, to meet the state's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school. Standardized test results, classroom performance, and teacher observations will assist administrators in selecting students for needed support. Students will be rated by their teachers in terms of the intensity of need for support in each subject area. After scores are computed, students will be placed in rank order for service in each academic area.
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Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.	There are three school-wide Title I schools and one targeted assistance school (as of July 1, 2017) within the Telfair County School System. Instructional programs are implemented systematically throughout the system, although strategies vary by school. Each school employs best instructional practices and differentiation strategies. Title I School-Wide Schools: Telfair County Elementary School operates rotation classes for computer, art, music, and PE (CAMP). Students have a daily CAMP time and rotate periodically among the classes. Students receive approximately 100 minutes of reading/language arts instruction and 100 minutes of math instruction. Students receive 45 to 90 minutes of science/social studies daily. Common planning time for teachers is provided. Classroom teachers participate in bi-monthly professional learning communities after school for
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Title I, Part A – Instructional Programs

	<p>analyzing student progress, discussing professional literature, and developing strategies to meet student needs. The use of inclusion and co-teaching, along with differentiated instruction and assessment for learning, allows special education students to learn side-by-side with regular education students in a non-stigmatizing environment. A full-time instructional coach leads teachers in professional learning.</p> <p>Telfair County Middle School utilizes a four-period block schedule where reading/language arts, math, and exploratory classes are approximately 90 minutes long. Science and social studies are served through an A-B schedule, where students alternate going to science and social studies every other day. Students have the opportunity through exploratory courses to sample various electives. Teaching teams regularly meet during common planning times to work toward school improvement. A full-time instructional coach leads teachers in professional learning. Teachers participate in bi-monthly professional learning communities after school.</p> <p>Telfair County High School offers a standard high school curriculum for completion of graduation requirements, in the setting of a 4 x 4 block schedule. The academic programs are enhanced by a variety of electives to engage all students in areas of personal interest, including health and physical education, marching and concert band, and CTAE courses consisting of classroom and work-based experiences in the following areas: Agriculture and Young Farmer, Business and Information Technology, Early Childhood, and Youth apprenticeship. Dual enrollment courses are available through local colleges. AP classes, Honors classes, and MOWR courses are also offered. Teachers participate in bi-monthly professional learning communities.</p> <p>Title I Targeted Assistance School:</p> <p>Telfair Alternative Preparation Program (TAPS) was converted from an alternative program to an alternative school effective July 1, 2017, and is now a Title I targeted assistance school. Students transition in and out of the school based on disciplinary referrals. Instruction is provided via classroom computers using an online program. The school has a director/instructor, teacher, and paraprofessional to provide assistance to students.</p> <p>Neglected and Delinquent Facilities: There are no schools for children living in local institutions for neglected</p>
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## 4. REQUIRED QUESTIONS

### 4.4 Title I Part C

#### Required Questions

#### Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;the timely transfer of pertinent school records, including information on health, when children move from one school to another; andhow the district will use the Migrant Student Information Exchange (MSIX).</p>	<p>Telfair County School System uses the Occupational Survey provided by the GaDOE MEP Region Office and has an Occupational Survey Process to ensure that MEP staff are promptly notified of potential new MEP families in the district. Promptly notifying these families and completing a COE is crucial to minimize time without MEP services and to close academic gaps. The Occupational Survey is part of each school's enrollment packet for all new and re-entering students. The Occupational Survey is also sent to each school before the first day of school to ensure that it is part of the first day of school packet that goes home with all students. The survey is also sent to Telfair County Pre-K in the spring to ensure that it is part of the new student enrollment packet for the students entering in the fall. All returned Occupational Surveys are forwarded to the LEA. The migrant tutor makes follow-up contact with any English-Speaking families that check "yes" they have moved across school district lines in the past 36 months to work in agriculture or fishing. The migrant facilitator makes follow-up contact for Spanish-speaking families. If any home visits are necessary for follow-up, the migrant tutor and the regional recruiter make the visit. MSIX is utilized by the migrant tutor, migrant facilitator, and counselors to see if new enrolling students are already in the program and to find health, academic, and testing data from previous school. The migrant tutor goes out to recruit with the regional recruiter several times a year during the peak seasons. The migrant tutor and migrant facilitator forward any ID&amp;R leads to the regional recruiter. The Telfair County School System has procedures in place to provide a timely transfer of school records for all students, especially migratory students. The parent or guardian presents a signed release for record transferal, or the school simply requests records from the previous school. Records are faxed and mailed within ten calendar days. Translation of records from Spanish-speaking countries, if needed, can be achieved through our system interpreter. All Telfair County Schools abide by the current regulation that students must be admitted with or without school records, and that a 30-day period is allowed for the transfer of such documentation. Conversely, all schools respond in a very timely fashion when they receive requests for documentation on students who have moved to a different school. We will cooperate fully with authorized agencies that request student records. Students who enter, along with their families, receive the services that they are deemed to need immediately, until their records arrive. Migrant Reports: The Migrant Education Coordinator and the Student Information System Coordinator have access to download monthly enrollment reports for Title I-C. These reports are reviewed and updates are made to the student information system. The Migrant Facilitator also cross-checks the reports and forwards errors or changes to the Student Information System</p>
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Title I, Part C – Migrant Intrastate and Interstate Coordination

	<p>Coordinator and the Migrant Education Coordinator. The Nutrition Director is also given a copy of the monthly reports. The Migrant tutor receives a copy so that the tutoring schedule can be updated as needed. All changes on the reports are forwarded back to the regional office. Transferring Students: Education and health data for students moving to other states is forwarded to the new school upon receipt of a request for records signed by a parent or guardian. If a student is moving to another country, a packet of educational and health data is prepared for the new school before the student leaves.</p> <p>MSIX: The Telfair County School System utilizes the Migrant Student Information Exchange (MSIX) to ensure the appropriate enrollment, placement, and accrual of credits for migrant children. This helps improve the timeliness of school enrollments, improve the appropriateness of grade and course placements, and helps reduce incidences of unnecessary immunizations by migrant children. MSIX is used when there is missing educational and health data for an enrolling Migrant student. All school counselors, the Migrant tutor, and the Migrant Facilitator are trained MSIX users. Information regarding MSIX is distributed to migrant parents at PAC meetings and displayed on the school system website. When a participant or family moves out of the district, a move notification is sent to MSIX.</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.)</p> <p>2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support</p>	<p>At the beginning of each school year a list of migrant students is sent to each school administrator and counselor identifying enrolled migrant students. With this list is a memorandum stating that these students need to have access to all services for which they qualify. Each administrator ensures that each department within their school receives notice of Migrant status and that services are provided when and if a student qualifies. Schools are also notified when students enter during the school year, and they are also made aware when a student no longer qualifies for the Migrant Program. TCS offers interpreting services to all students enrolled in TCS through the bilingual Parent Engagement Coordinator. An interpreter is available to connect Migrant families with community resources, human resource offices, non-profit organizations, local doctors, and preschool programs. TCS also provides a Parent Resource Center for students and families in Telfair County Schools. Migrant families can visit the center and check out items such as: bilingual books, books on tape, educational games, and leap pads. They can also use Rosetta Stone software in the Parent Resource Center. Migrant facilitator and Migrant tutor gather data from each school to complete Priority for Service Identification Forms when requested from GaDOE MEP Region 2 Office. During the school year, Priority for Service Student Reports and Student Rosters are completed and sent to the GaDOE MEP Region 2 Office to report changes in a student's status. Changes in these reports are reviewed by the Migrant Coordinator and the Migrant Facilitator and kept on file at the</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>services.)</p>	<p>LEA. Priority for Service students are given first priority for services funded by Title I, Part C unless the student is doing well. All PFS students not being served are monitored by the Migrant tutor.</p> <p>Services are monitored and evaluated as follows: Memorandums, sign-in sheets, agendas, minutes, parent notifications, copies of progress reports/report cards, TPC documents, 504 documentation, IEP documentation, circulation log for parent resource center, RTI documentation. Coordination of services with local agencies is monitored as follows: The district parent involvement coordinator maintains a Coordination of Services Log for documenting collaboration with local agencies and community resources.</p> <p>Services to migrant preschool children are monitored and evaluated as follows: Sign-in sheets, lesson plans, progress monitoring data, observations by federal programs director, team meetings with GaDOE MEP Region 2 office staff, observation forms, and self-evaluation forms.</p> <p>Services to non-enrolled youth to age 21 are monitored and evaluated as follows: Sign-in sheets, lesson plans, progress monitoring data, observations by federal programs director, team meetings with GaDOE MEP Region 2 office staff, observation forms, and self-evaluation forms.</p> <p>MEP-funded services will be monitored and evaluated as follows: End-of-Year IP evaluations submitted online, observations by federal programs director, team meetings with GaDOE MEP Region 2 office staff, observation forms, self-evaluation forms, progress monitoring data, benchmark data, and standardized test data.</p> <p>Telfair County School District employs one split-funded tutor who serves migrant participants (P3/P4, Pre-K, TCES, TCMS, and TCHS) two days a week. Parent PAC and survey data show a need for tutors for more than two days a week. Bilingual service providers are available throughout the school year to work with OSYs and DOs. The system also employs a bilingual Parent and Family Engagement Coordinator/Migrant Facilitator who assists in identifying potential MEP families when they arrive in the district. When the district is notified of a new participant, the parent/participant is promptly contacted, and the participant begins to receive services. During the first scheduled service time, a pre-test is administered to the participant to measure his/her current academic level and to identify strengths and weaknesses. (OSY and DO also complete the OSY Profile and GOSOSY Student Service Plan at the same time.) This data provides insight about the participant's academic needs and gaps possibly caused by high mobility. When a participant moves from the district, an MSIX move notification is sent to the receiving district and/or state so that services can continue as soon as possible in the new district.</p>
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## 4. REQUIRED QUESTIONS

### 4.5 IDEA

#### Required Questions

#### IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.</b>          What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?          Include: Description of your district's procedures          Specific professional learning activities          Plan to monitor implementation with fidelity</p>	<p>Telfair County Schools has a mission statement that relates high expectations for all students. All staff for Telfair County Schools are committed to the mission statement. Telfair County School has a Transition Specialist on staff at the high school to ensure students are working towards graduating on time. The high school counselor also works with students to make sure they follow the Pathway requirements. Case managers also interview the student and view transition plans with the student and parent to make sure students are on track to graduate. 11th and 12th grade students participate in the "I Can" conference to increase career awareness and career readiness. Our Transitional Specialist is a member of the Heart of Georgia Transition Alliance working towards post-secondary success of SWD through various events. Vocational Rehabilitation is invited to all high school student IEP meetings to discuss post-secondary options for career training or education. Career training can include on-site training through Easter Seals and/or supported work program. This training is monitored by the Transition Specialist at the high school and support is offered at monthly special education meetings. All high school SWD will participate in the ASPIRE program. This participation will help ensure students stay on track for graduation and increase parent involvement. The high school lead teacher will participate in the ASPIRE District Lead Consortia offered by East Central GLRS. The lead teacher will also redeliver the ASPIRE information and monitor the ASPIRE process for our district. The Special Education Director will meet monthly with the Transition Specialist and special education teachers to discuss student outcomes and progress.</p>
<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities.</b>          What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?          Include: LEA procedures          Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)          Staff that will be designated to support the 3-5 population          Collaboration with</p>	<p>Telfair County Pre-K will utilize a paraprofessional in the Pre-K regular education classroom to ensure student success. The Pre-K SPED classroom teacher and paraprofessionals will receive training and updates as needed throughout the year. The Pre-K teacher will receive training through the Bright from the Start Program to ensure that the GELDS standards are being utilized in the classroom. The paraprofessionals will receive training in the area of Inclusive Environments that is provided by East Central GLRS. The Pre-K Director and Special Education Director will meet periodically with the Pre-K SPED teacher and paraprofessionals to assess student progress and achievement of goals. The Directors will also complete walk-throughs in the inclusion classroom and the Handicapped classroom. Pre-K students will also participate in the ASPIRE program to support self-determination skills. The Special Education Director will continue to provide "Child Find" information to Babies Can't Wait, local doctor offices, private daycares, Headstart Program, Health Department, and the after school Boys and Girls Club. The "Child</p>



IDEA Performance Goals:

outside agencies, including any trainings conducted by the LEA Parent trainings	Find" information is also printed in the local newspaper and provided on the school website. The Special Education Director and SPED teacher will maintain communication with BCW to ensure that BCW students transition before the age of 3.
Describe how the district will meet the following IDEA performance goals: <b>IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.</b> What specific activities align with how you are providing FAPE to children with disabilities? Include: How teachers are trained on IEP/eligibility procedures and instructional practices How LRE is ensured The continuum of service options for all SWDs How IEP accommodations/modifications are shared with teachers who are working with SWDs Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	The Special Education Director will review student schedules with administrators and lead teachers prior to the beginning of each semester to make sure that students are in the LRE. Teachers will complete an FTE check sheet twice a year to show student's schedule, including other services. The Special Education Director will meet with the Data clerk twice a year to review the FTE check sheet to ensure that students are scheduled appropriately. Go-IEP Dashboard will be utilized to check for timely submission of documents and to check the accuracy of the Individualized Educational Plans. Ongoing professional development will be provided in the areas of ASPIRE, Check and Connect, Co-teaching, IEPs, LRE, RTI, Assistive Technology, and Autism. The Instructional Coach will complete walk-throughs in all inclusion classes and provide support to regular and special education teachers. The Instructional Coach will provide feedback from the walk-throughs to the Special Education Director, as well as to the Principal. The Special Education Department, including Director and teachers, will meet once a month to discuss issues related to Procedures Handbook and student success. The Special Education Director will attend monthly meetings with GLRS/DOE representatives and conferences/workshops related to compliance with state and federal laws and regulations. All updates will be provided to School Administrators at monthly Principal's Meetings and Leadership Team meetings. Students will receive progress monitoring on goals to collect data to show growth and academic performance.
Describe how the district will meet the following IDEA performance goals: <b>IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</b> How procedures and practices are implemented in your district to ensure overall compliance? Include: LEA procedures to address timely and accurate data submission LEA procedures to address correction of noncompliance (IEPs, Transition Plans) Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance Supervision and monitoring procedures that are being implemented to	The Special Education Director will conduct monthly meetings with the special education teachers and staff at each school to update the Procedures Manual and to discuss other topics and related areas. Monthly meetings will be held with the Leadership Team and the Principals to offer information on new topics as well as updating current information. Discipline procedures will be discussed monthly and a review of the discipline log will be conducted. All staff will have access to the Procedures Manual and all updates will be provided for the manual. Telfair County Schools follow all IDEA, federal, and state regulations. The Sped Director will attend conferences related to compliance with state and federal laws and regulations. Walk-through data provided by the Sped Director and Instructional Coach will be analyzed to provide feedback to staff. Telfair County Schools will continue to use Go-IEP for the FY 20 school year. The Go-IEP Dashboard will be utilized to ensure compliance by SPED teachers and staff. This dashboard will be checked by the SPED Director weekly. The Director will also check each IEP in the Go-IEP program prior to finalizing. Telfair County Schools provide instruction through the CEIS plan in the area of reading. Students in grades kindergarten

IDEA Performance Goals:

ensure compliance	through 5th grade that are below grade level in reading will receive intervention through the Lexia program. The CEIS teacher will meet monthly with the regular education teachers to discuss student progress through the program. An entrance/exit rubric will be used to ensure all eligible students participate in the program. Data will be analyzed monthly at the CEIS monthly meeting and at the Leadership Team meeting.
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## 4. REQUIRED QUESTIONS

### 4.6 Title IV Part A

#### Required Questions

#### Title IV, Part A – Activities and Programming

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

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will const any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	The Telfair County School District is transferring 100% of Title IV-A funds into Title I-A.
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## 4. REQUIRED QUESTIONS

### 4.7 Reducing Equity Gaps

Required Questions

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

<p>Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>The district has determined the interventions effective. For FY20, the Telfair County School District is transferring 100% of Title II-A funds into Title I-A.</p>
<p>Provide a brief description of LEA's success in implementation of FY19 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Professional Development provided by the Instructional Coach continues to be effective in increasing student achievement and best practices utilized by teachers in their instructional practice. Instructional Coach perception survey results were extremely positive with 100% of participants expressing that the Instructional Coach position is beneficial for the district, that instructional practices have improved, and that student achievement has increased. Instructional programs are being implemented with fidelity as a result of the training, coaching, modeling, and other support offered to teachers by the Instructional Coach. GMAS results show that TCES did experience improvement in some grades and content areas which indicates effectiveness of Title II, Part A funded activities. The CCRPI report for SY19 is not yet available. For FY20, the Telfair County School District is transferring 100% of Title II-A funds into Title I-A.</p>