Comprehensive Needs Assessment
2020 - 2021 District Report

Lee 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	Jason Miller
Multiple Program(s)	Federal Programs Director	Brooke Stembridge
Multiple Program(s)	Curriculum Director	Susan Manry
Multiple Program(s)	School Leader (#1)	Ginger Lawrence
Multiple Program(s)	School Leader (#2)	Katie Peppers
Multiple Program(s)	Teacher Representative (#1)	Joni Cook
Multiple Program(s)	Teacher Representative (#2)	Gwen Harrison
McKinney-Vento Homeless	Homeless Liaison	Lisa Bailey
Neglected and Delinquent	N&D Coordinator	Brooke Stembridge
Rural	REAP Coordinator	Brooke Stembridge
Special Education	Special Education Director	Robin Giles
Title I, Part A	Title I, Part A Director	Brooke Stembridge
Title I, Part A	Family Engagement Coordinator	Kevin Taylor
Title I, Part A - Foster Care	Foster Care Point of Contact	Lisa Bailey
Title II, Part A	Title II, Part A Coordinator	Susan Manry
Title III	Title III Director	Brooke Stembridge
Title IV, Part A	Title IV, Part A Director	Brooke Stembridge
Title I, Part C	Migrant Coordinator	Brooke Stembridge

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant superintendent	Kevin Dowling
Multiple Program(s)	Testing director	Susan Manry
Multiple Program(s)	Finance director	Gary Kelley
Multiple Program(s)	Other federal programs coordinators	NA
Multiple Program(s)	CTAE coordinator	Brian Roberson
Multiple Program(s)	Student support personnel	

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal representatives	Pam Willis
Multiple Program(s)	High school counselor / academic counselor	Monica Gordon
Multiple Program(s)	Early childhood or Head Start coordinator	Ashley Brim
Multiple Program(s)	Teacher representatives	Ashley Tucker
Multiple Program(s)	ESOL teacher	Jessica Angel
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	NA
Special Education	Student success coach (SSIP)	NA
Title II, Part A	Human resources director	Kevin Dowling
Title II, Part A	Principal supervisors	Jason Miller
Title II, Part A	Professional learning coordinators	Susan Manry
Title II, Part A	Bilingual parent liaisons	NA
Title II, Part A	Professional organizations	NA
Title II, Part A	Civil rights organizations	NA
Title II, Part A	Board of education members	NA
Title II, Part A	Local elected/government officials	NA
Title II, Part A	The general public	NA
Title III	Refugee support service staff	NA
Title III	Community adult ESOL providers	NA
Title III	Representatives from businesses employing non-English speakers	NA
Title IV, Part A	Media specialists/librarians	Katie Cook
Title IV, Part A	Technology experts	Blair Johnston
Title IV, Part A	Faith-based community leaders	Lee Smith

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)	Hilton Manry, Christopher Ricketts,
Multiple Program(s)	Private School Officials	Susie Hatcher
Migrant	Out-of-School Youth and/or Drop-outs	Brooke Stembridge
Title I, Part A	Parent Representatives of Title I Students	Tami Winborne
Title I, Part A - Foster Care	Local DFCS Contacts	Vontressa Stephens
Title II, Part A	Principals	Kelli Duke and Ginger Lawrence
Title II, Part A	Teachers	Regina King
Title II, Part A	Paraprofessionals	Susan Taylor
Title II, Part A	Specialized Instructional Support Personnel	Daisy Beaver and Brooke Stembridge
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Kelly Young (SW RESA)
Title I, Part A	Parents of English Learners	Alejandro Mata

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA personnel	Tim Mears
Multiple Program(s)	Technical, college, or university personnel	
Multiple Program(s)	Parent advisory council members, school council parents, Parent- Teacher Association or Parent- Teacher Organization members	Kelly Roberson and Jennifer Johnston
21st CCLC	21st CCLC advisory council members	NA
Migrant	Local Head Start representatives (regular and/or migrant Head Start agencies)	NA
Migrant	Migrant PAC Members	NA
Migrant	Local farmer, grower, or employer	NA
Migrant	Family connection representatives	Patsy Shirley

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local migrant workers or migrant community leaders	NA
Migrant	Farm worker health personnel	NA
Migrant	Food bank representatives	NA
Migrant	Boys and Girls Club representatives	NA
Migrant	Local health department representatives	NA
Migrant	ABAC MEP consortium staff	NA
Migrant	Migrant high school equivalence program / GED representatives	NA
Migrant	College assistance migrant programs	NA
Neglected and Delinquent	Residential facility(ies) director(s)	Vontressa Stephens
Special Education	Parents of a student with disabilities	Jennifer Fabbri
Special Education	Parent Mentors	NA
Title II, Part A	School council members	Kelly Roberson and Lindsay Bridges

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	Individual schools provided input and people (external stakeholders - parents, school council reps, volunteers....) to provide a diverse and wide range of representatives. A district wide community stakeholder meeting was held to gather input on the CLIP.

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Stakeholders are involved at the school level process, and the external stakeholder team met to review data analysis processes and provide input before formulating the District Improvement Plan.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards.District staff work to build the capcity of school staff to lead curriculum design efforts.	
Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.		
1. Exemplary	1. A clear understanding of common expectation fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	
2. Operational	2. The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	✓
3. Emerging	3. The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
4. Not Evident	4. The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments		
1. Exemplary	1. The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	
2. Operational	2. The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	✓
3. Emerging	3. The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
4. Not Evident	4. The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	

GDPS - Learning and Teaching (Standard 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning		
1. Exemplary	1. The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
2. Operational	2. The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
3. Emerging	3. The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
4. Not Evident	4. The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.33
3.Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.46
4.Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.21
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	

Teacher Keys Effectiveness System- Standard

Standard	Score
2.Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.09
3.Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.17
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	
4.Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.04
5.Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2
6.Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.03
8.Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.06
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
1. Exemplary	The well-established budget process allows input from departments and programs and is driven by the needs of the schools and district. Various funding sources are efficiently maximized at the district and school levels.	
2. Operational	The budget process is clearly defined, collaborative, and data-driven, resulting in the equitable, efficient, and transparent distribution of resources to support learning and teaching.	✓
3. Emerging	A budget process is in place, but it does not consistently include collaborative, data-driven decisions. In some instances, resource distribution in the district lacks efficiency, equity, or transparency.	
4. Not Evident	Across the district, individual departments and programs develop budgets in isolation resulting in gaps, duplication, or poor cost effectiveness. District staff serve primarily as controllers of funds and provide little or no assistance to schools on the funding of plans.	

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching		
1. Exemplary	The district allocates and continually monitors the use of time, materials, equipment, and fiscal resources to address both immediate and long-term goals to ensure resources are maximized to support learning and teaching.	
2. Operational	The district allocates and regularly monitors the effective use of time, materials, equipment, and fiscal resources to ensure that they are utilized to support learning and teaching.	✓
3. Emerging	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
4. Not Evident	The district does little to allocate or monitor effectively the use of time, materials, equipment, or fiscal resources to support learning and teaching.	

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching		
1. Exemplary	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
2. Operational	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	✓
3. Emerging	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
4. Not Evident	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations		
1. Exemplary	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	
2. Operational	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	✓
3. Emerging	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	
4. Not Evident	A process is not in use to align policies, procedures, and practices with laws and regulations.	

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching		
1. Exemplary	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	
2. Operational	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	✓
3. Emerging	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently	
4. Not Evident	The district grants little or no flexibility or inappropriate flexibility to school leaders to improve learning and teaching.	

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals		
1. Exemplary	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	
2. Operational	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	✓
3. Emerging	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short- term basis as a solution for immediate, pressing needs.	
4. Not Evident	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning		
1. Exemplary	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	
2. Operational	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	✓
3. Emerging	At the district and school levels, staffs engage in a planning process to improve student learning, but limitations exist with data analysis, collaboration, or other issues.	
4. Not Evident	A collaborative, data-driven planning process for improving student learning is not in place at the district or school levels.	

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers		
1. Exemplary	The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	
2. Operational	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	✓
3. Emerging	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
4. Not Evident	The district does not use protocols or processes for problem solving, decision- making or removing barriers.	

Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives		
1. Exemplary	The district has ongoing, comprehensive processes in place to monitor and provide guidance, support and feedback to individual schools as they implement improvement plans, programs or initiatives. The district builds the capacity of school level staff to monitor the implementation and effectiveness of improvement plans, programs, and initiatives.	
2. Operational	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	✓
3. Emerging	The district has some limited processes in place to monitor and provide guidance, support, and feedback to schools as they implement improvement plans and initiatives.	
4. Not Evident	The district does not use structured processes for monitoring or providing guidance, support, or feedback to individual schools as they implement improvement plans or initiatives.	

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	✓
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, buy may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations	
4. Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
1.Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.33
2.School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.71
3.Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.46

Leader Keys Effectiveness System- Standard

Standard	Score
4.Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.21
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6.Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2
7.Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.08
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.08
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	

Teacher Keys Effectiveness System- Standard

Standard	Score
9.Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.22
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
1. Exemplary	Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measurable, continuous improvement.	
2. Operational	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	
3. Emerging	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	✓
4. Not Evident	Few, if any, processes to increase the effectiveness of leaders, teachers, and staff have been developed or successfully implemented in the district.	

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 3): Guides and monitors the use of a state approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff		
1. Exemplary	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
2. Operational	The district guides and monitors a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.	✓
3. Emerging	The district offers some guidance for the implementation of a state- approved evaluation system, but some parts of the system are not implemented with fidelity or could benefit from more support or monitoring.	
4. Not Evident	The district does little to guide or monitor the implementation of a state-approved evaluation system.	

Professional Capacity Data

GDPS - Learning and Teaching (Standard 4): Ensures that professional learning is relevant and addresses adult and student needs		
1. Exemplary	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	
2. Operational	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	✓
3. Emerging	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	
4. Not Evident	The professional learning at the school and district levels is not relevant and does not address adult or student needs.	

GDPS - Learning and Teaching (Standard 5): Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed		
1. Exemplary	The impact of professional learning on staff practices and student learning is systematically monitored at the district and school levels by examining performance data throughout the year and timely, appropriate adjustments are made as needed.	
2. Operational	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	
3. Emerging	The impact of professional learning on staff practices or student learning is assessed on a limited or inconsistent basis, or appropriate adjustments are not always made.	✓
4. Not Evident	The impact of professional learning on staff practices or student learning is not assessed by district or school staff.	

Leader Keys Effectiveness System- Standard

Standard	Score
4.**Organizational Management:**The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.21
5.**Human Resources Management:**The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6.**Teacher/Staff Evaluation:**The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2
7.**Professionalism:**The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.08
8.**Communication and Community Relations:**The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.08
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source:: TLE Electronic Platform (FY19)	

Teacher Keys Effectiveness System- Standard

Standard	Score
1.Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.17
9.Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.22
10.Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.05
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
1. Exemplary	Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	
2. Operational	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	✓
3. Emerging	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
4. Not Evident	Expectations for family and community engagement have not been established across the district.	

GDPS - Family and Community Engagement (Standard 2): Establishes structures which promote clear and open communication between schools and stakeholders		
1. Exemplary	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
2. Operational	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	✓
3. Emerging	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
4. Not Evident	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	

GDPS - Family and Community Engagement (Standard 3): Ensures that families and community members have feedback and problem-solving opportunities throughout the district		
1. Exemplary	The district engages family and community members to take leadership roles in feedback and problem-solving activities throughout the district.	
2. Operational	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	✓
3. Emerging	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	
4. Not Evident	Opportunities for family and community feedback and involvement in problem-solving seldom occur in the district.	

Family and Community Engagement Data

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
1. Exemplary	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	
2. Operational	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	✓
3. Emerging	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
4. Not Evident	Communication of district policies and procedures to relevant audiences is very limited or ineffective.	

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
1. Exemplary	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	
2. Operational	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	✓
3. Emerging	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	
4. Not Evident	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	

Leader Keys Effectiveness System- Standard

Standard	Score
2.School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.71
8.Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.08
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.Source:: TLE Electronic Platform (FY19)	

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
1. Exemplary	The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.	
2. Operational	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	✓
3. Emerging	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
4. Not Evident	The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	

GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services		
1. Exemplary	The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	
2. Operational	The district provides, coordinates, and monitors student support systems and services.	✓
3. Emerging	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	
4. Not Evident	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	

Supportive Learning Environment Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
1. Exemplary	Actions of leaders throughout the district reflect a deep understanding of their leadership roles, responsibilities, and expectations. Leaders demonstrate the appropriate skill sets necessary to improve student learning and staff performance.	
2. Operational	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	✓
3. Emerging	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
4. Not Evident	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.	

Leader Keys Effectiveness System- Standard

Standard	Score
1.Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.33
2.School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.71
3.Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.46
4.Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.21
5.Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6.Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2
7.Professionalism:The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.08
8.Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.08
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	

Teacher Keys Effectiveness System- Standard

Standard	Score
1.Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.17
2.Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.09
3.Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.17
4.Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.04
5.Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2
6.Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.03
7.Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.19
8.Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.06
9.Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.22
10.Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.05
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	District parent surveys, Exit surveys, PD surveys, community business surveys, health surveys and Title I parent surveys.

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?")	Parent surveys show that we are doing a good job overall and parents are satisfied with the school system. Out of 340 responses, the parent survey was overwhelmingly positive. There were some isolated comments expressed during our stakeholder meeting with concern about school safety and the need to make parents aware of issues, expressing a need for better communication with external stakeholders. Based on the survey, parents are not very familiar with procedures for recruiting, funding and professional development offerings. Personnel surveys/professional development indicate positive school climates, effective PLCs and support staff utilized effectively. Specific professional learning indicated from surveys show a need for high impact learning strategies, continued training with incorporating instructional technology within lessons, STEM (well rounded in Title IV), and continued development with Illuminate and FastBridge and the need for the behavior screener (safe and healthy in Title IV). SWD teachers expressed a need for additional training in content areas. There is also a need for professional learning in the areas of ELA K-5 curriculum, social-emotional behavior issues (we are working to partner with poverty and behavior specialist Donna Beegle, well rounded in Title IV) and student accountability. Personnel surveys indicate that PLCs using data effectively have a moderate to large impact on student achievement. Community business surveys revealed a need to improve on teaching soft skills, reading and writing, the continued expansion of STEM/STEAM and CTAE, and concerns regarding more focus on academics rather than football. Exit surveys show that the majority of employees are leaving due to retirement or relocating (66%). The surveys also showed a lack of advancement opportunities within the system. The vast majority (77%) stated they would return if the opportunity afforded. Anecdotal reports from EIP teachers indicate a strong correlation between students' performance on GMAS and Fastbridge screeners (aReading & aMath). Because the academic screeners were helpful in planning specific academic interventions for students, we believe adding the behavioral screener

	(SAEBRS) will be beneficial in identifying the behavioral needs of individual students, small groups of students, and classes of students. The professional learning provided by Donna Beegle will render strategies for teachers and school staff in providing positive interventions for identified students.

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)	Equity profiles, discipline, student achievement data, CCRPI and attendance data; Review of TKES/LKES summary data, School Climate ratings and PBiS data.

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?")	Data shows our students are being served equitably. We need to continue to address discipline at all levels, with a focus on ECD at K-8 and vaping at 6-12. District wide our School Climate Rating averaged 5.0 for the previous year. Although we have a functioning PBiS program, ISS/OSS offenses continue to be a problem. Alternatives to suspension resolutions continue to be examined where appropriate, and awareness and empathy for troubled and disconnected students must be addressed. We need to improve our process of analyzing root causes of specific referrals. Professional Learning Communities that analyze and use data to drive instruction have shown positive student achievement results. We will continue participating with GLISI in order to develop leaders and continue to enhance PLCs. We are seeing some improvements with literacy, but need to continue focusing on using high impact literacy strategies throughout our system. Observations show that more teachers are incorporating technology into instruction, but continued support is needed. Through analysis of discipline and PBIS data, the majority of discipline incidents come from ECD students. While actual referral numbers are on the decline in the lower grades, behavior is not changing for students. Schools have added more steps to the discipline protocol, so there are few write ups, but effective interventions are not being implemented. We have identified a need to provide PL to teachers and staff on understanding students from poverty and learning specific strategies to utilize in teaching replacement behaviors and providing interventions for ECD students.

What achievement data did you use?	Balanced Scorecard, CCRPI, Milestones, GAA and ACCESS scores; End of Pathway, SAT, and Advanced Placement scores in 9-12.

What does your achievement data tell you?	● Analysis of ELA domain data shows a need to focus on writing at all grade levels ● Based on Longitudinal ELA data, Literacy continues to be an area of improvement in grades 3-12. We are making gains or maintaining in middle to high school ● Data from EOGs shows significant improvements overall due to better use of data throughout the year in PLCs, and longitudinal data shows improvement with cohort groups ● Middle grade math scores indicate a need for expanding Title IA services to struggling learners - 6th grade showed a wide difference between schools (22% difference), and 7th grade dropped 7% district wide ● The FASTBridge universal screener for Reading/Math/Behavior and for progress monitoring has shown correlation to student achievement data ● Data shows that SWD and ECD are subgroups in need of high impact instructional and behavioral strategies ● While we have made gains, we are still pushing forward to incorporate the ever changing technology available to our students. The goal is for students to utilize technology for mastery of standards. By doing so, we should see better gains in student achievement overall ● Teacher leader training in regards to school improvement needs to continue in order to help all teachers understand how to analyze data to determine instructional practices that will help our students the most

What demographic data did you use?	School and district enrollment data from Infinite Campus; Data from GOSA website

What does the demographic data tell you?	Although overall growth has slowed some recently, we anticipate an increased growth cycle with new residential developments opening in the county. Data has shown an increase in black, Hispanic and multi-racial students across the system, with smaller increases in Asian students and others, and an overall decrease in whites. Our ECD rate has increased to 48% of our student population due to Hurricane Michael. As a result, we are more diverse and have more poverty than in years past, meaning we will need to engage parents, businesses and community members of all backgrounds.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Overall data sources show LCSS teachers provide high quality, effective, and evidence based instructional strategies. However, most schools identified a need for a more formal process to be established for teachers to determine effective instructional strategies in PLCs. In addition, there is a need for better monitoring of PLCs at several schools, especially at elementary and middle school levels. Training for lead teachers and new administration in the area of effective data analysis also needs to continue to take place in order for these individuals to help monitor PLCs and student progress. District common assessments were given, but data analysis indicates the process for using common assessments needs continued improvement. In addition, alignment of units and instructional practices at all levels needs to continue, especially in the areas of Literacy K-5 and all subjects at middle school level. Students monitoring their own progress is an area of concern in most schools. Students need to be required to monitor their own progress using tools provided by their teachers throughout the system. The need for pervasive use of instructional technology by students to show mastery of standards is not consistent throughout the system and support in this area needs to continue through the Instructional Technology Specialist position. A balanced literacy approach has been identified as a need throughout the system through root cause analysis. Focused training within PLCs needs to take place regarding effective instructional strategies. Primary learning resources need to be provided for support in the area of Literacy.

Effective Leadership:Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The concerted effort to invest in leaders is paying dividends in our system. We have a strong team of capable leaders. We need to grow in the areas of collaboration, communication, and coordination. Working in isolation, not communicating, and a lack of coordination impair our efforts for improvement. While we may achieve success in one area or for a short time, apart from collaboration, we believe that working together we will build systemic, sustainable success for our system. One area of focus for leadership development is instructional leadership.

Strengths and Challenges Based on Trends and Patterns

Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Schools report the need for development of new teacher leaders, as several current teacher leaders will reach retirement age in the next few years. With that in mind, we believe that our district needs to invest in our future by starting a "grow our own" program, starting with high school students. Perhaps the effectiveness can increase by developing enticements to encourage students to go to school to become teachers, then work to employ them when they graduate with a teaching degree (special consideration should be given to those majoring in a critical shortage area). Continuing to extol the virtues of taking Needs Assessment surveys seriously in order to get accurate data from them continues to be an important need. Exit surveys will give the district data on why people are leaving, and will allow us (if possible) to make adjustments to help increase retention rates even more. Continuing to focus on the Strategic Plan, and to ensure that decisions are made with the plan in mind, should be a major priority for our district moving forward. With fewer education majors becoming available each year, and larger numbers of teachers retiring or relocating, we continue to see a larger number of new teachers entering the system. The District Level New Teacher Induction program will continue to support these individuals.

Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Families are provided opportunities for participating in activities and processes in LCSS schools. While processes are in place, they are not always carried out as consistently as needed. LCSS is working to streamline procedures, while monitoring with the different schools. Generally, parents tend to be engaged at the beginning of the school year, and then participation declines as the year progresses. There is also a tendency for parents to be more involved with schools when children are younger and in the early grades, and then decrease involvement as their children get older. It is common for the same parents to come to everything while many parents are not engaged at all. Finding new ways to engage them will be important toward having a true representation of all stakeholders in the future. It will also be important to find new ways to engage and gain the support of parents of struggling students, as they are often the ones that become disconnected.

Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Overall, data sources indicate that the LCSS is taking positive steps to provide a supportive and well-managed environment that is conducive to learning. Schools acknowledged the positive impact that the 7 Mindsets Program, along with PBIS, is having and plans are in place to continue implementing both programs with fidelity. In moving forward, the LCSS will work to include the community in our system-wide PBIS program. Teachers report concerns with class size and changing demographic trends in Lee County. There is a continued need to provide parents and community members with information regarding available resources for students with behavioral or mental health needs (ex: ASPIRE program).

Strengths and Challenges Based on Trends and Patterns

Demographic and Financial:Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The increase in the ED student population is a trend the district will need to continue to address through data analysis and training regarding best instructional practices. Additionally, teachers and leaders will need increased support and participation of family and stakeholders. It is a hardship for some ED students to participate in some programs, and finding a way to defray costs (e.g. Advanced Placement exams) will be helpful in ensuring access and availability to all students.

Student Achievement:Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Based on data from the 2018 CCRPI, red flags were found in the following areas: Elementary - Science - Black; ELA - White and Asians; Middle School - ELA - Hispanic and SWD ; Math - all students; Science - Black; High School - Math - all students; Social Studies - White and SWD; ELA - all subgroups except Black and multi-racial; Science - all subgroups except Black and Hispanic; Based on current data from Milestones, we still have a need for improvement in ELA K-12 in the area of writing. Geometry is also identified as an area of need. In subject areas and grades where data is effectively used to drive instruction, we've seen an increase in student achievement. In addition, in schools with better monitored PLCs, student achievement was higher overall. Common assessment data supports our summaries of achievement data.

IDEA - Special Education

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

Strengths	A significant strength for the LCSS is the mentoring and training available for special education teachers and staff. The special education core staff includes three Lead Special Education Teachers that work directly with teachers to provide support and coaching. Areas of weakness or concern are documented and used to develop topics for teacher academies that are provided monthly as professional learning opportunities. These academies are led by Special Education Core Staff in small group environments and always based on an identified area of need or requests made by teachers. Lead Teachers also attend meetings with new teachers and provide modeling and coaching in the classroom as needed. This job-embedded learning and training for teachers and staff not only increases compliant practices, but it also increases student achievement through continuous and collaborative professional learning. th

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.

	grade) and provides training on writing effective transition plans. Another strength of the LCSS is the appropriate supervision of special education teachers/staff employed in the district. Building level administrators that supervise special education staff work closely with the district special education administrators so that areas of need can be quickly identified and steps can be taken to address those areas of need. There is a culture of open communication between school administrators and special education core staff in the LCSS which creates a more productive work environment where concerns can be acted upon swiftly and appropriately.

Challenges	The implementation of specialized instructional strategies for SWD is still a challenge for special education teachers in the LCSS. Teachers do not have a good understanding of psychological processing skills and the learning behaviors associated with them. Training is needed in this area so that teachers will be able to select specialized instructional strategies that are most appropriate for targeting each student's specific area(s) of weakness.

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Identification of at-risk students based on multiple data sources (to include Fastbridge universal screener) Dedicated additional instruction (support classes, extended learning time, after school opportunities/tutoring) Age appropriate instructional software (Exact Path, IXL Math and Reading Plus)

Challenges	Embedding literacy into all classes Addressing the needs of an increasing ED population

Title I, Part A - Foster Care

Strengths	We ensure school stability is provided to foster care students currently enrolled in our system. We evaluate the best interest of the student and make determinations based on these factors.

Challenges	We need to work harder to collaborate with local child welfare agencies to streamline inter-agency communication. Sometimes we are not informed in a timely fashion when students come into care, or when private agencies handle student placement.

Title I, Part A - Parent and Family Engagement

Strengths	Parents have access to student information (grades, attendance, discipline) on IC/Parent Portal Information/events are communicated through multiple means (newsletters, social media, newspapers and email blasts) The community and stakeholders are directly involved in multiple opportunities (District stakeholder meeting, Joint development of school-wide Title I plans and parent compacts, CTAE Advisory Council, mentoring programs, School Councils, CLIP review process, PTO's and Career Fairs)

Challenges	Engaging parents of struggling students; Promoting increased engagement in formative processes (policy/plan development) Communicating in the appropriate languages for EL families, although processes have improved

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.)

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	There were no migrant students enrolled in Lee County Schools last year or currently. Therefore, we have no data on migrant students. We participate with the ABAC MEP Consortium. In the event that we have migrant students enroll, there are consultants to help identify them as migrants, progress monitor students, address their needs and evaluate and provide academic supports.

Challenges	NA--no migrant students enrolled in most recent years

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

Strengths	LCSS contracts with a tutor to provide academic support to students living in the N&D facility. Students receive help with school work and are provided access to school supplies when needed.

Challenges	Bridge students are often behind academically when they enter our system.

Title II, Part A - Supporting Effective Instruction

Strengths	All teachers in LCSS participate in PLC's to analyze data and plan instruction for students. Teachers also learn new high impact strategies to implement in their instruction.

Challenges	Due to the COVID-19, LCSS is offering a virtual learning option for students PreK-12th grade. Teachers need support in providing quality, needs-based instruction to students of varied achievement levels.

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	Students' needs are evaluated by multiple criterion (ACCESS test, Milestone data, class grades). Committees convene to share instructional strategies and progress monitor students. ESOL teachers collaborate with school counselors to make best decisions regarding placement of students. Students are served directly through a combination of push-in and pull-out classes, with appropriate differentiation and accommodations. 2019 CCRPI data for ELs progress for elementary was 100+, middle school had too few students to report, and high school had a decrease of 23.33. However, the majority of EL students had typical to high growth in both ELA and math. In the 2019-2020 school year, 28.7% of students were exited from ESOL using ACCESS scores.

Challenges	High school scheduling presents a challenge with supporting ESOL students. Students receive one pull out support class, but push in support is more challenging than at the lower levels.

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

Strengths	We are able to easily identify students that are eligible for McKinney- Vento services through our centralized registration process when they enroll in our system. This helps us to ensure services are streamlined for these students.

Challenges	We need to identify students eligible for McKinney-Vento services who become eligible during the school year that were not eligible at initial registration into our system. Faculty and staff should be better trained in the factors that may make these students eligible for services.

Title I,Part A - Equitable Access to Effective Educators

Strengths	Each year, the administration at each school is required to gather data on teacher experience (in field, out of field, and inexperienced), low achieving student needs, poverty levels, and minority status. An equity rubric has been established for determining the experience level, degree level, and certification level (in-field/out of field) of a teacher. Administrators responsible for scheduling ensure that students who were taught by inexperienced or out of field teacher the previous year will have a veteran teacher or proven effective teacher in the upcoming school year, based on the rubric. Correspondence from a feeder school to the next school of which groups of students have had inexperienced teachers or out of field teachers is documented through emails. Each school has access to reports developed using Access software prior to scheduling showing equity data for specific subgroups: ED, SWD, EL, Minority, and gender. Schools are required to balance classes based on these areas and to maintain equity within a range of 5%-10%. If there are extenuating circumstances, schools are required to discuss situations with Title program directors for further direction. Documentation of equity reports is submitted to a Google Classroom and reviewed by Title Directors.

Challenges	With a constant influx of new teachers, it poses the challenge of balancing instruction with highly effective, experienced teachers. We need to continue to support our new teachers through our district led new teacher induction program. In addition, the continuation of Professional Learning Communities and the use of mentors will be a key component toward the continued improvement and development of instructional staff.

Title IV, Part A - Student Support and Academic Enrichment

Strengths	Title IV funding allowed middle schools to expand STEM projects, which will continue to be a priority going forward. In addition, it helped alleviate some of the financial burden for ED students taking multiple AP classes by offsetting some of those costs. Funds paid for the FASTBridge screener to help with identification and progress monitoring for students, and it also funded programs to promote safe and healthy students at the primary and elementary schools through assembly programs and school nurse training to identify students with social/emotional issues.

Title IV, Part A - Student Support and Academic Enrichment

Challenges	We need to continue some of the initiatives and worthwhile programs that have been started (such as STEM), and in addition increase ways of addressing increased social/emotional needs of struggling students. We also have identified a need for improving data analysis for common formative assessments within our teacher teams, and need to implement software that will make that process more proficient. In addition, a more effective universal screener with a behavioral component will continue to enhance our MTSS process. Strategies to address and promote school safety will be an important consideration going forward.

Title V, Part B - Rural Education

Strengths	N/A

Challenges	N/A

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need # 1

Overarching Need	Increase Literacy Rate/ELA Milestones
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	

Overarching Need # 2

Overarching Need	Decrease the percentage of ISS/OSS referrals with ECD & male subgroups for K-12
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	

Overarching Need # 3

Overarching Need	Increase CCRPI scores and student performance on all local district assessments
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes

Overarching Need # 3

Priority Order	3

Additional Considerations	

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Increase Literacy Rate/ELA Milestones

Root Cause # 1

Root Causes to be Addressed	Lack of consistent Instructional Practices
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Time was not allotted for balanced literacy instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Root Cause # 2

Impacted Programs	Others :

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Lack of consistency with MTSS interventions
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Overarching Need - Decrease the percentage of ISS/OSS referrals with ECD & male subgroups for K-12

Root Cause # 1

Root Causes to be Addressed	Behavior interventions are not consistent throughout the system
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment Others : PBiS

Root Cause # 1

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	7 Mindsets was not used consistently throughout the system
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Increased need for addressing social/emotional issues for students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment Others : PBiS

Additional Responses	

Overarching Need - Increase CCRPI scores and student performance on all local district assessments

Root Cause # 1

Root Causes to be Addressed	Inconsistent utilization of high impact instructional practices
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Root Cause # 1

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Need to improve the process of vertical and horizontal alignment
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	need to better understand how to work with children of poverty and provide better interventions (behavorial and academic)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 4

Root Causes to be Addressed	Teachers do not effectively monitor student learning data all the way through to move students to the next performance band
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Root Cause # 4

Additional Responses	

District Improvement Plan
2020 - 2021

Lee County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Lee County
Team Lead	Susan Manry

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

Transfer Title II, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Transfer Title IV, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 OverarchingNeed # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase Literacy Rate/ELA Milestones
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Lack of consistency with MTSS interventions
Root Cause # 2	Lack of consistent Instructional Practices
Root Cause # 3	Time was not allotted for balanced literacy instruction.
Goal	By the end of 2020-21 school year, increase the overall percentage of students moving from one performance band on local district assessments and universal screening data by 3%. FASTBridge (aReading-group screening report) should show 80% of K-2 students performing in the average to above average range in the Spring administration.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)

Content Area(s)	ELA
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Monitoring of student progress, high quality instruction, and staff collaboration through data analysis within PLCs to determine effective evidenced based instructional literacy strategies at all levels K-12
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	SIP monthly documentation, ELA weekly PLC agendas/minutes/Sign in Sheets, Impact Checks (District/School)
Method for Monitoring Effectiveness	Illuminate and FASTBridge data
Position/Role Responsible	Asst Supt for Curriculum Instruction
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Monthly

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

Action Step # 2

Action Step	Monitoring the literacy block to ensure effective implementation of Benchmark Workshop in K-5 ELA classrooms.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction
Method for Monitoring Implementation	Literacy block walkthrough data

Action Step # 2

Method for Monitoring Effectiveness	Literacy block walkthrough data
Position/Role Responsible	K-5 Literacy Coordinator
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)?	

Action Step # 3

Action Step	Utilize literacy block walkthrough data to plan and provide training and support provided by contracted Benchmark Workshop coach at K-5 Level.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Minutes from meetings with BW coach, Walkthrough data
Method for Monitoring Effectiveness	Walkthrough data

Action Step # 3

Position/Role Responsible	K-5 Literacy Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

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

Action Step # 4

Action Step	Ensuring high quality literacy instruction through consistent implementation of MTSS (RTI and PBIS) at all levels using data from academic and behavioral universal screeners.
Funding Sources	Title IV, Part 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	Developed school procedures
Method for Monitoring Effectiveness	FASTBridge and Illuminate data
Position/Role Responsible	MTSS Coordinator/School Psychologist and K-5 Literacy Coordinator
Evidence Based Indicator	Strong

Action Step # 4

Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	MTSS coordinator partners with SW RESA, ASPIRE (school based mental health services), Easter Seals (social emotional well being for gen ed and Special Needs students)

Action Step # 5

Action Step	Purchase a Leveled Literacy Instruction (LLI) to be used as an intervention for at-risk students.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Student assessment data (LLI, universal screener)
Method for Monitoring Effectiveness	Observation data Student performance data
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	Strong

Action Step # 5

Timeline for Implementation	Quarterly

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

Action Step # 6

Action Step	Hire an interventionist at both primary schools and both elementary schools to work with at-risk students.
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	NA
Method for Monitoring Effectiveness	observation data
Position/Role Responsible	Principals & Title I Director
Evidence Based Indicator	Strong

Action Step # 6

Timeline for Implementation	Yearly

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

3. DISTRICT IMPROVEMENT GOALS

3.2 OverarchingNeed # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Decrease the percentage of ISS/OSS referrals with ECD & male subgroups for K-12
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	7 Mindsets was not used consistently throughout the system
Root Cause # 2	Behavior interventions are not consistent throughout the system
Root Cause # 3	Increased need for addressing social/emotional issues for students
Goal	Decrease the percentage of ISS referrals by 3% at each school and the percentage of OSS referrals by 5% for the 2020-21 school year as compared to the 2019-20 office referrals (ECD/males for K-12)

Action Step # 1

Action Step	Monitoring of student progress in reduction of discipline referrals through data analysis within PLCs to ensure a student learning community
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	PLC minutes and sign in sheets, Behavior data/Impact Checks, PBiS reports
Method for Monitoring Effectiveness	PBiS monthly team meetings
Position/Role Responsible	MTSS/PBiS coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

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)?	

Action Step # 2

Action Step	Provide Youth Mental Awareness Training to new teachers to the system.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign In Sheet and Agenda
Method for Monitoring Effectiveness	NA
Position/Role Responsible	Social Services Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Others : July 25, 2019

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)?	

3. DISTRICT IMPROVEMENT GOALS

3.3 OverarchingNeed # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase CCRPI scores and student performance on all local district assessments
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Inconsistent utilization of high impact instructional practices
Root Cause # 2	need to better understand how to work with children of poverty and provide better interventions (behavorial and academic)
Root Cause # 3	Need to improve the process of vertical and horizontal alignment
Root Cause # 4	Teachers do not effectively monitor student learning data all the way through to move students to the next performance band
Goal	Increase student performance on all local district assessments by 3%.

Equity Gap

Equity Gap	District Mean Growth Percentile (MGP)

Content Area(s)	ELA Mathematics Science Social Studies Other : N/A
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA

Equity Gap

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 funding for the Online Teaching Endorsement and materials through Middle GA RESA for 15 virtual teachers grades K-9.
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	NA
Method for Monitoring Effectiveness	successful completion of endorsement program
Position/Role Responsible	Assistant Superintendent of C&I
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

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

Action Step # 2

Action Step	Delivery of quality instruction for subgroups through purchasing and monitoring of instructional software to enhance and support struggling learners.
Funding Sources	Title I, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Program usage reports
Method for Monitoring Effectiveness	Student achievement data and classroom observations
Position/Role Responsible	District Leaders for Title Programs and School Leaders
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

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

Action Step # 3

Action Step # 3

Action Step	Communicating effectively with all families through Annual Title I Parent Night meetings and family engagement activities at the schools.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged
Systems	Family and Community Engagement
Method for Monitoring Implementation	Sign In Sheets/Agendas from each Title I Targeted School
Method for Monitoring Effectiveness	parent survey data
Position/Role Responsible	Title I Director, Family Engagement Partnership coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Others : Per semester

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

Action Step # 4

Action Step	Ensuring a student learning community by collaboration of Instructional Technology Specialists with teachers to embed technology into lessons
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Instructional Technology Specialist Calendar/Monthly log
Method for Monitoring Effectiveness	student achievement data classroom observations for technology usage
Position/Role Responsible	Title IIA Director

Action Step # 4

Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

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

Action Step # 5

Action Step	Monitor student learning among the subgroups.
Funding Sources	Title I, Part A Title III, 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	PLC Minutes/Sign in sheets
Method for Monitoring Effectiveness	subgroup/identified student groups performance
Position/Role Responsible	School Administrations, Title I/III director, Special Education Director
Evidence Based Indicator	Strong

Action Step # 5

Timeline for Implementation	Quarterly

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

Action Step # 6

Action Step	Monitor student progress by utilizing a universal screener to support identification of struggling learners and behavioral issues.
Funding Sources	Title IV, Part A
Subgroups	N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Universal screener reports and data analysis
Method for Monitoring Effectiveness	MTSS meetings
Position/Role Responsible	MTSS Coordinators
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

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)?	GaDOE PBIS & SWRESA PBIS

Action Step # 7

Action Step	Continue the delivery of quality instruction through expansion of STEM programs
Funding Sources	Title IV, Part A
Subgroups	N/A
Systems	Coherent Instruction
Method for Monitoring Implementation	classroom observations
Method for Monitoring Effectiveness	Achievement data in areas of science and math
Position/Role Responsible	District and school leaders
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Chehaw Parks Sumter EMC Flint River Aquarium ABAC College WALB

Action Step # 8

Action Step	Begin initial planning for Computer Science implementation initiative by purchasing instructional resources and materials for grades 3-12.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Ensure materials are in alignment with CS implementation plan
Method for Monitoring Effectiveness	NA
Position/Role Responsible	CS District Team
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

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

Action Step # 9

Action Step # 9

Action Step	Any student who is interested may enroll in AP courses so long as any required prerequisite courses have been taken. In order to ensure that students will not be reluctant to enroll due to financial reasons, LCSS will pay for AP exams for economically disadvantaged students.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Student list matched with AP course enrollment AP exam roster
Method for Monitoring Effectiveness	number of enrollment
Position/Role Responsible	High School Test Coordinator
Evidence Based Indicator	Promising

Timeline for Implementation	Yearly

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

Action Step # 10

Action Step	In response to increased opportunities in the school system (growing band and fine arts, electives, additional extra curricular activities), Title IV funds are needed to continue providing enriched educational opportunities for students.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners

Action Step # 10

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	enrollment #s in fine art classes monitoring lessons and instruction for implementation
Method for Monitoring Effectiveness	student classroom performance data
Position/Role Responsible	Principals and instructional supervisors
Evidence Based Indicator	Promising

Timeline for Implementation	Others :

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

Action Step # 11

Action Step	Hire an interventionist to provided additional support to students who are at-risk in mathematics.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 11

Systems	Supportive Learning Environment
Method for Monitoring Implementation	aMath scores student assessment data
Method for Monitoring Effectiveness	observation data
Position/Role Responsible	principal & Federal Programs Director
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

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

Action Step # 12

Action Step	Enhance the use of instructional technology by attending the GA Virtual ETC conference.
Funding Sources	Title IV, 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	registration
Method for Monitoring Effectiveness	PLC minutes

Action Step # 12

Position/Role Responsible	Instructional supervisors
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

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

Action Step # 13

Action Step	Provide needed PL to teachers who will be teaching computer science courses in grades 3-12.
Funding Sources	Title IV, 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	sign-in sheets registration
Method for Monitoring Effectiveness	PLC minutes
Position/Role Responsible	Assistant Superintendent of Curriculum & Instruction
Evidence Based Indicator	Strong

Action Step # 13

Timeline for Implementation	Quarterly

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

Action Step # 14

Action Step	Provide training for special education teachers on implementing high leverage and evidence-based practices.
Funding Sources	IDEA
Subgroups	Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Agenda/Sign-in Sheets
Method for Monitoring Effectiveness	Observation Data Student Assessment Data
Position/Role Responsible	Special Education Director and Special Education Lead Teachers
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Action Step # 14

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)?	Georgia Department of Education, Special Education Services & Supports

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).	In early Spring of each school year, administrators, teachers, paraprofessionals, community/business leaders and parents are asked to complete a needs assessment survey. Exit surveys are given to those leaving the system for input. A post-secondary survey is sent to area colleges/universities for input. The system has a "Data Dig" with principals and instructional supervisors to analyze system data in the following areas: Perception Data, Student Achievement Data, Observation Data, and Demographic/Equity Data. Data analysis of areas of improvement and strengths is compiled and shared with internal and external stakeholders that serve on Schools Councils, School Leadership Teams, and PTO boards. These groups give input regarding the needs of the system at meetings with school administration and help prioritize needs for the upcoming school year. Each school works through a similar process with their internal and external stakeholders in order to complete their CNA and SIP. The District CNA and DIP are completed with representatives from these groups. Core members complete drafts of the CNA and DIP. The drafts are shared for input with the representatives of internal and external stakeholders for final input. Lee County School District coordinates activities aligned to the DIP through the federal programs. Title II Part A and IDEA to provide professional learning for data analysis for teacher leaders and psychological processing skills and specialized instructional strategies. Title I, Part A, Title III Part A, and IDEA funds are used to purchase and monitor instructional software and support struggling learners. Title I Part A, Title II Part A, and IDEA funds are also used to provide for specified positions to help at risk students and to increase overall student achievement.

Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	Each year before scheduling students, the administration at each school is required to gather data on teachers' levels of experience (in field/out of field and years of experience). They are also tasked with examining the needs of low achieving students, including poverty levels and minority status. An equity rubric is utilized for determining the experience levels, certification levels and certification areas (to include in field/out of field) for teachers. In addition, teacher ratings are also factored in using the TKES evaluations. Administrators responsible for scheduling ensure that students who were taught by an ineffective or inexperienced teacher/out of field teacher the previous year will have an experienced/ highly effective teacher in the

Serving Low Income and Minority Children

	upcoming school year based on the rubric. Correspondence from a feeder school to the next school of which groups of students have had inexperienced teachers or out of field teachers is documented through emails. Each school has access to reports prior to scheduling showing equity data for specific subgroups: ED, SWD, EL, Minority, and gender. Schools are required to balance classes based on these areas and to maintain equity within a range of 5%-10%. If there are extenuating circumstances, schools are required to discuss situations with the federal programs director for further direction. Documentation of equity reports is submitted to a Google Classroom and reviewed by Federal Programs Director.

Professional Growth Systems

Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include: ● how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy; ● how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded; ● how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time); ● how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and ● what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes.	The LCSS Strategic Plan drives professional growth and improvement for the district and individual schools. Data from District and School Impact checks, multiple surveys, and the "Data Dig" in early Spring is used to determine how well resources and action steps are impacting student achievement and next steps. Each school and the system performs a comprehensive needs assessment to determine overarching needs and root causes. Goals and action steps are determined in the School Improvement Plans and the District Improvement Plan for the upcoming school year. PLC District Expectations have been developed through a collaborative process with school administration to provide guidance and consistency for certified personnel. Schools schedule collaborative planning within the school day to ensure professional development is sustained, ongoing and job-embedded. LCSS utilizes GLISI to help build leadership capacity for those who facilitate professional development. GLISI also provides the system with training on evidence based professional development opportunities. District leaders attend trainings throughout the year to receive training on effective evidence -based professional development. District Data Team meetings take place quarterly for leaders to discuss specific data and effectiveness of current action steps pertaining to district common assessments, discipline, SWD progress in specific areas, and attendance. LCSS also monitors school SIP goals through Mid Year and End of Year District Impact Checks.

PQ – Intent to Waive Certification

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

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived: 1. for all teachers (except Special Education service areas in alignment with the student's IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). [All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]	For the current fiscal year, LCSS has waived certification for all teachers K-12 except for those that must be certified per ESSA.

PQ – Minimum Qualification

If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]	The minimum professional qualification required for teachers other than ESOL and IDEA is a clearance certificate.

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.	There are no TSI or CSI identified schools in Lee County. During the collaborative CNA and DIP process, coordination of all funding sources maximizes the comprehensive school improvement efforts. Results from surveys, data analysis meetings, and needs assessments provide data for district leaders to make decisions regarding professional learning activities and the determination of appropriate funding sources based upon program state requirements. In the future, if schools are identified by the state as needing support, district coordinators will collaborate with state representatives in order to maximize funding to support improvement initiatives.

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.	The Lee County CTAE program will employ a coordinated instructional plan to emphasize the employability skills as well as the technical skills needed to meet the workforce needs of our local and regional industry partners. An emphasis will also be on providing experiential learning opportunities to bolster the classroom instruction of skills. Additionally, the LCHS CTAE program has partnered with local businesses and industry to almost double the number of students who will be a part of our Work-Based Learning classes. At the conclusion of the three year (3 course) pathways, students will be assessed on technical attainment in their industry related field through an End of Pathway Assessment (EOPA). In order to implement this plan, the Lee County CTAE program has engaged industry partners to develop a long range plan for program development. The long range plan will be constructed based on the workforce needs of business and industry partners. The Lee County CTAE programs and pathways will be assessed and changed according to the hiring needs of our partners.

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.	All schools in the district have a 4 or 5 star Climate Rating. Still, as one of the system goals, LCSS recognizes the need for continued improvement in discipline policies and procedures, and is striving to reduce the number of discipline occurrences overall. LCSS employees a behavior specialist to support schools in dealing with severe cases. In addition, LCSS participates in the 7 Mindsets program to promote social-emotional learning and build character development. LCSS also employees a PBIS coordinator to work with school administrators and school PBIS coaches to teach positive and desired behaviors, as well as doing data analysis and root cause of prevailing discipline issues.

4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: ● **coordination with institutions of higher education, employers and local partners; and** ● **increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.**	Individual Graduation Plans are completed for all 8th grade students, and transition meetings are held to assist with registration before going to the 9th grade. Orientation is held in May, where students get to meet staff and tour the Ninth Grade Campus. Middle and high school students are able to participate in job fairs that include various vendors, professions and local organizations, and the high school holds a College Fair every Fall that includes representatives of many colleges and universities from our region. Middle and High schools also have accelerated and Honors courses in all content areas, and Lee County High School offers numerous Advanced Placement classes. In addition, dual enrollment opportunities are available, as well as dual enrollment opportunities through Albany Technical College, Albany State University, and Georgia Southwestern State University. LCHS will continue to offer the ACT on the high school campus. Students 9-11 are also offered the opportunity to take the PSAT each year in October. LCHS currently has one industry certified programs in the CTAE program.

Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.	Primary schools hold an open house in May for upcoming kindergarten students, where students and parents are able to meet staff and visit classrooms. An information packet is distributed for parents to use during summer months with their children. Kindergarten teachers meet with Pre-K teachers to hold vertical alignment meetings to ensure a smooth transition of instruction. Teachers also visit local Headstart, and Headstart visits the primary schools in May. Principals at both primary schools are on a committee for Early Learning through Lee County Family Connections and the Georgia Reading First Program. All Pre-K students are screened before entering kindergarten to provide parents with knowledge of readiness skills. Second grade students also visit assigned elementary schools in May, and second grade teachers meet with third grade teachers to address vertical alignment and ensure a smooth transition of instruction.

Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.	For the FY21 school year, all schools are school-wide Title I

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.	All schools of the LCSS are schoolwide Title I. Each school employs support personnel to provide at-risk students interventions in the areas of reading and math. Students' eligibility are determined using a multi-criteria selection process. Student progress and program effectiveness is evaluated by utilizing data obtained from universal screeners, common district assessments, and progress monitoring data from the program used at the schools. Tutors are provided to support students of our local N&D shelter.

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:● the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students; **● the timely transfer of pertinent school records, including information on health, when children move from one school to another; and** **● how the district will use the Migrant Student Information Exchange (MSIX).**	Identification of migrant students is completed through the occupational survey, which is a portion of the student enrollment packet. These surveys are faxed to and processed by the regional migrant educational provider office. If migrant students are identified, a comprehensive needs assessment and delivery plan will be developed. In order to accomplish seamless transitions for migrant students, additional student information is obtained through utilization of the Migrant Student Information Exchange (MSIX) and the State Longitudinal Data System provided by GaDOE. Translation and evaluation of transcripts is secured by the LCSS migrant coordinator in collaboration with MEP Consortium staff.

Title I, Part C – Migrant Supplemental Support Services

1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.) **2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these**	Lee County School System is part of the MEP Consortium again for the 2020-21 school year. In the event that migrant students do enroll in our district, academic and support services will be coordinated through ABAC, which is our MEP fiscal agent. Yareni Carvajal is our contact person, and will partner to help coordinate necessary services for these students.

Title I, Part C – Migrant Supplemental Support Services

vulnerable populations receive appropriate non-academic support services.)	

4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.** **What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?** **Include:● Description of your district's procedures** ● **Specific professional learning activities** ● **Plan to monitor implementation with fidelity**	The LCSS will continue to participate in the High School High Tech Program for current 11th and 12th grade SWD at Lee County High School (LCHS). High School High Tech students participate in activities such as job shadowing, on-site visits, mentoring, internships, and special events to learn about career opportunities. Training in soft skills, study skills, and self-advocacy are also provided. The ASPIRE self-advocacy and self-determination program will be continued in 2020-2021 for 6th-12th grade SWD. ASPIRE will provide training and follow-up activities to enable students to actively participate in the development and implementation of their IEP. Problem-solving, self-evaluation, choice-making, and decision-making skills will be taught to students so that they can become better advocates for themselves. ASPIRE training for teachers will be provided by the system Post-secondary Transition Coordinator and Special Education Family Worker. The Transition Coordinator will also continue to collaborate with post-secondary agencies such as Easter Seals, Albany ARC, and Vocational Rehabilitation to find successful post-secondary placements for SWD and will provide related training to teachers and parents. High school special education teachers will continue to maintain checklists for all high school SWD to ensure that students are registering for the appropriate courses required for graduation. The Post-secondary Transition Coordinator and Lead Teachers will train teachers on how to complete these checklists and will monitor them for accuracy. The Transition Coordinator and Lead Teachers will also train teachers on how to write effective transition plans for SWD in the applicable grades and will monitor for compliance. Teachers requiring technical assistance in the areas of writing appropriate transition plans and/or IEP goals and objectives will be identified through IEP reviews by Lead Teachers and will be required to participate in teacher academies focusing on transition. The Special Education Director will monitor implementation of activities listed above using artifacts/documentation such as sign-in sheets & agendas for trainings, completed IEPs & meeting notices, and completed graduation checklists. Other monitoring tools that the LCSS will employ to improve graduation rate include: (1) monitoring of semester averages of SWD in grades 8-12 so that parent/teacher/student conferences can be scheduled upon students failing two or more academic classes; and (2) monitoring of SWD withdrawal codes in the student information system for accuracy.

IDEA Performance Goals:

| Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:● LEA procedures
● Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)
● Staff that will be designated to support the 3-5 population
● Collaboration with outside agencies, including any trainings conducted by the LEA
● Parent trainings | The LCSS will continue to implement ongoing Child Find activities throughout the community in an effort to identify, locate, and evaluate all children in Lee County who are suspected of having disabilities, including preschool children ages 3-5. The LCSS will work collaboratively with the Babies Can't Wait (BCW) Program to ensure a timely and appropriate transition into the public school setting for young children with disabilities served by their program. A Lead Special Education Teacher will communicate with the BCW service coordinator to schedule transition meetings prior to the child's third birthday and ensure that the appropriate school district personnel are invited to the meeting. The Preschool Psychologist will determine other service providers that need to participate in the evaluation process and will communicate with the family to schedule an evaluation. Once the evaluation is completed, an eligibility meeting will be held and an IEP will be implemented prior to the child's third birthday.
The LCSS also works with families, the local Head Start Program, and daycares/preschools that refer students ages 3-5 to special education. Once a completed referral package is submitted to the special education office, the Preschool Psychologist and/or SLP will contact the parents to schedule an observation/screening. Following the screening, MTSS will be provided for students that exhibit developmental delays. If the student does not make adequate progress in MTSS, the student will be evaluated by the Preschool Psychologist and other professionals as determined appropriate. Upon completion of the evaluation, an eligibility meeting will be scheduled to review results.
The LCSS will collaborate with Head Start and provide annual MTSS training for teachers to ensure that students are receiving appropriate strategies and interventions. The Special Education Director and/or Lead Teacher will also provide training for Head Start staff on the special education referral process. The Special Education Office has developed positive relationships with local daycares and provided them with referral procedures. The LCSS will strive to maintain these relationships and will continue to provide training as staff changes take place. The LCSS will continue to collaborate with Family Connections to provide training on child development and disabilities to parents that participate in their Literate Lee program for 3 year olds.
Continuous and collaborative professional learning will be provided to preschool special education teachers by Special Education Lead Teachers and Special Education Director. Areas of weakness or concern identified through IEP reviews and/or classroom walk-throughs or observations will be documented and used to develop topics for teacher academies that are provided monthly as job-embedded professional learning opportunities (ex: strategies for providing specialized instruction, providing appropriate accommodations, data analysis, creating effective behavior intervention plans, etc.). Individual technical assistance will also be provided as needed by the Special Education Lead Teacher or Director.
Special education service providers available to support the age 3-5 population include the following: SLP, special education teacher, hearing impaired teacher, visually impaired teacher, orthopedically impaired teacher, occupational therapist, physical therapist, and assistive technology specialist. |

IDEA Performance Goals:

	Support staff not employed by the LCSS, but determined to be necessary by the IEP committee, will be contracted for services (ex: orientation and mobility specialist, Board certified behavior analyst, etc..). The LCSS will make available the full continuum of alternative placements for students with disabilities ages 3-5. Preschool placement options may include: (1) participation in regular education early childhood programs in the public school or in the community, Head Start, Bright from the Start Pre-Kindergarten, public or private child care/day care, and preschool programs; (2) placement in a separate special education program housed in the public school or in a community-based setting; and/or (3) services in the home as the natural environment for a young child. The Special Education Director will monitor services for young students (3-5) with disabilities by classroom walk-throughs, IEP reviews, feedback/data collection from Lead Special Education Teachers, Babies Can't Wait Transition Timeline Report, Preschool Outcomes Survey data, and Parent Survey data.

Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities?** **Include:● How teachers are trained on IEP/eligibility procedures and instructional practices** **● How LRE is ensured** **● The continuum of service options for all SWDs** **● How IEP accommodations/modifications are shared with teachers who are working with SWDs** **● Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided**	Special education teachers in the LCSS will continue to be provided with training at the beginning of each school year on current policies and procedures related to special education. A comprehensive procedural guide will be provided to all special education faculty and staff, as well as to all building level administrators, to be used as a resource. Pre-planning training will address special education mandates (FAPE, LRE, continuum of services, etc) as well as district expectations and procedures for identifying and evaluating students with disabilities, eligibility determination, and the development of IEPs. Lead Special Education Teachers will provide professional development through teacher academies to ensure that special education teachers understand federal and state mandates as well as local policies and procedures. A Lead Special Education Teacher will also attend all initial placement meetings to monitor compliance in this area. In addition, each IEP will continue to be reviewed in its entirety by a Lead Special Education Teacher until it is determined that the teacher has a thorough understanding of state and federal requirements as related to FAPE, LRE, and the development of appropriate and compliant IEPs. Teachers identified as needing more extensive training will be provided with individual and/or small group training by Lead Teachers, Diagnosticians, School Psychologists, or other special education core staff. Lead Special Education Teachers will also monitor each special education teacher's timeline compliance and ensure that each teacher submits documentation of sharing IEP accommodations/modifications with all teachers of students on his/her caseload. District and school data teams will meet no less than quarterly to share and analyze SWD data. Assessment data will be reviewed by school level data teams and will guide instructional decision-making for SWD. Analysis of SWD data will inform as to whether current strategies and interventions are effective. Identified areas of weakness or concern will be documented and used to develop topics for special education teacher academies. In addition to

IDEA Performance Goals:

	identified areas of concern, Lead Teachers will provide continuous and collaborative professional learning that focus on a variety of topics (ex: strategies for providing specialized instruction, providing appropriate accommodations, data analysis, high leverage and evidence-based practices, creating effective behavior intervention plans, etc.). Assistive technology tools and devices being used in the system will be monitored closely to determine success. IEP teams will monitor student development and adjust assistive technology as needed. The LCSS's assistive technology specialist will continue to provide support and training as needed to special education teachers. The LCSS will provide Mindset Crisis Prevention Strategies and Physical Restraint Training on an annual basis. The Special Education Director will monitor implementation of activities listed above using artifacts/documentation such as sign-in sheets & agendas for trainings, completed IEP's and timeline documentation, feedback/observation data from Lead Teachers, Milestones SWD data, and district/school level SWD data.
Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.** **How procedures and practices are implemented in your district to ensure overall compliance?** **Include:● LEA procedures to address timely and accurate data submission** **● LEA procedures to address correction of noncompliance (IEPs, Transition Plans)** **● Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance** **● Supervision and monitoring procedures that are being implemented to ensure compliance**	A Special Education Procedural Guide is available to all special education teachers, related service providers, core special education staff, and school administrators. This guide contains written procedures for consistently implementing the Georgia special education rules and regulations to ensure compliance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). The guide also contains additional resources and tools to assist teachers and staff in carrying out their daily roles and responsibilities. The Special Education Director and Lead Teachers will monitor compliance of IEPs, eligibility determinations, and all other related special education documents. Each IEP will continue to be reviewed in its entirety by a Lead Special Education Teacher until it is determined that the teacher has a thorough understanding of state and federal requirements, as well as local special education policies and procedures. Educational diagnosticians and/or school psychologists will review each eligibility redetermination for compliance and the Special Education Director will monitor compliance of eligibility determinations submitted by school psychologists. Lead Teachers and Educational Diagnosticians will work directly with teachers to provide support and coaching when areas of concern are identified. Additional trainings will be provided as needed. Lead Teachers will also attend meetings with new teachers and provide modeling and coaching in the classroom as needed to ensure compliant practices. In addition, the Post-secondary Transition Coordinator will provide training on writing effective transition plans and will provide follow-up assistance if necessary. The Special Education Director will attend monthly Collaborative Community meetings at GLRS to stay current on policies and procedures related to special education. The Director will also attend conferences and webinars required by the Georgia Department of Education. All trainings attended by the Special Education Director that pertain to state and federal laws/regulations (or any other applicable topics) will be redelivered to the core special education staff in a

IDEA Performance Goals:

	timely manner. Information applicable to the roles and responsibilities of special education teachers will be redelivered by the core special education staff at teacher academies or other scheduled trainings.

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

| Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement:
1. In support of well-rounded educational opportunities, if applicablebrul
2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need # and action step #/ul
3. In support of safe and healthy students, if applicable
ul
4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need # and action step #/ul
5. In support of the effective use of technology, if applicable
ul
6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need # and action step #/ul | Safe & Healthy: Title IV,A funds will continue to be used for the FASTBridge program for all schools in our district as a way of providing progress monitoring data, as well as a behavior screener, to support and enhance our MTSS program. The objective is to provide data for teachers within our MTSS frameworks and promote student growth as measured by student gains on performance bands. Also, the behavior screener will help with early identification of students susceptible to behavior issues. Goal 3 Action Step 6
Well Rounded: Funds will continue to be used to purchase supplies for STEM programs at both middle schools, which are working toward STEM certification. The LCSS is in the initial phase of implementing a computer science initiative for grades 3-12. Title IV funds will support this initiative by providing instructional materials for schools that do not already have computer science courses and by enhancing the already existing computer science programs. Funds will also be utilized to provide instructional materials for enrichment elective courses at the high school. Goal 3 Action steps 7, 8, & 10
Effective Use of Technology: Funds will be available to provide needed PL for teachers involved in the initial implementation phase of the computer science program. Funds will also be used to pay for registration for teachers, media specialists and instructional technology specialist to attend the virtual GaETC conference. Goal 3 Action Steps 12 & 13 |

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	LCSS progress monitors the impact of activities through the district and school impact checks which are conducted mid and end of the year. Schools also conduct monthly leadership team meetings to monitor their school improvement plans. Progress monitoring data and outcomes are shared with stakeholders and community-based partners through school council meetings and annual stakeholder meetings. At these meetings, there are opportunities provided to stakeholders and community members to provide feedback and input.

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?● Intervention Effective – Equity Gap Eliminated ● **Intervention Effective – Maintain Activities/Strategies** ● **Intervention Effective – Adjust Activities/Strategies** ● **Intervention Not Effective – Adjust Activities/Strategies** ● **Intervention Not Effective – Abandon Activities/Strategies**	**Equity Gap 1: Intervention Effective - Maintain Activities/Strategies** **Equity Gap 2: Intervention Effective - Maintain Activities/Strategies**

Provide a brief description of LEA's success in implementation of FY19 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Goal 1: Equity Gap 1 Lexile data for the 2019 CCRPI based upon the redesigned CCRPI in 2018 is not available at this time. However, based upon Spring 2019 ELA Milestone Data, LCSS has shown improvement overall in ELA, therefore; we anticipate an increase in our Lexile scores for each grade level (span). EOG Milestone scores showed improvement from last year overall for EOG ELA grades 3-8, except grade 7th grade which showed a slight decrease of 0.02% overall. Students reading on or above grade level increased in all grades 3-8, except grade 6 which showed a decrease of 1.28% overall. EOC Milestone scores showed improvement from last year overall for EOC 9th Grade and 11th grade Lit. 9th grade Lit increased by 8.8% points overall. 11th grade Lit increased by 5.73% points overall. Students reading on or above grade level increased by 3% points in 9th Lit and decreased in 11th Lit by 6% points. K-2 Tier 1(low risk) universal screener data shows great gains from the beginning of the year to the end of the year. This was the first year using a new screener so there is not comparison data available. Overall, we have determined the action steps for the Equity Gap have been effective and we will continue to monitor and make adjustments as necessary to increase student achievement. Goal 3: Equity GAP 2 A comparison of CCRPI data is not available at this time for to the redesign of

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

	the 2018 CCRPI. The 2018 CCRPI will be used for baseline data for future comparisons. However, none of our schools have been identified as Priority/CSI or Focus/TSI in our system to date. In addition, our graduation rate is predicted to be 92.5% for FY19.
	EOG Overall summary: All students in grades 3-8 took ELA and Math EOG. Students in grades 5 and 8 also took a Science and Social Studies EOG. Out of 16 tests given in grades 3-8, LCSS students showed an increase in performance over last year in 12 of the tests. For two of the 4 EOGs that showed a decrease, the decrease was between 0.02 and 0.9 percentage points.
	EOC Overall Summary: Of the 8 End of Course assessments administered to students in grades 8-12 that have taken 9th Literature, 11th Literature, Algebra 1, Geometry, Biology, Physical Science, US History, or Economics—LCSS showed an increase in 6 of the tests.
	The monthly monitoring documentation of the each school's improvement plan indicates use of data analysis strategies learned at GLISI to be effective in determining root causes and action steps. Leadership teams are monitoring data specified for SMART Goals. Administration and lead teachers at each school are using the school improvement strategies shared at GLISI and have incorporated them into their monthly school leadership meetings. Data is being used more effectively and is apparent in the Milestone scores.
	Impact Checks at mid year and end of year have proven to be effective in monitoring how well the schools are addressing the goals of their school improvement plans. The data shared has led to rich discussions about what is working and where course corrections need to be make. Having teachers trained in school improvement through GLISI has led to a better understanding of how to analyze data effectively to determine root causes and to know what needs to be focused on within plans which has shown an increase in student achievement.
	Overall, we have determined the action steps for the Equity Gap have been effective and we will continue to monitor and make adjustments as necessary to increase students achievement.