



Comprehensive Needs Assessment 2023 - 2024 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	Dr. Lawrence T. Walters
Multiple Program(s)	Federal Programs Director	Brooke Stembridge
Multiple Program(s)	Curriculum Director	Susan Manry
Multiple Program(s)	School Leader (#1)	Rocky Ledford
Multiple Program(s)	School Leader (#2)	Karen Hancock
Multiple Program(s)	Teacher Representative (#1)	Penny Whitman
Multiple Program(s)	Teacher Representative (#2)	Katie Spurlock
McKinney-Vento Homeless	Homeless Liaison	Lisa Bailey
Neglected and Delinquent	N&D Coordinator	Brooke Stembridge
Rural	REAP Coordinator	NA
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	Jodie Knight
Multiple Program(s)	Student Support Personnel	Kelli Duke

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal Representatives	Ginger Lawrence, Pam Willis, Karen Handcock, Eron Olsen, Rhett Grant, Candice Smith, Katie Peppers, John Savelle,
Multiple Program(s)	High School Counselor / Academic Counselor	
Multiple Program(s)	Early Childhood or Head Start Coordinator	
Multiple Program(s)	Teacher Representatives	
Multiple Program(s)	ESOL Teacher	Jessica Angel
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	NA
Multiple Program(s)	ESOL Coordinator	Brooke Stembridge
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(during CNA)
Title II, Part A	Professional Learning Coordinators	Susan Manry
Title II, Part A	Bilingual Parent Liaisons	Jessica Angel
Title II, Part A	Professional Organizations	Jay Houston-Boys and Girls Club, Patsy Shirley-Family Connections
Title II, Part A	Civil Rights Organizations	NA
Title II, Part A	Board of Education Members	
Title II, Part A	Local Elected/Government Officials	
Title II, Part A	The General Public	
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	
Title IV, Part A	Technology Experts	Blair Johnston
Title IV, Part A	Faith-Based Community Leaders	

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)	student surveys
Multiple Program(s)	Private School Officials	Susie Hatcher-invited but did not attend
Migrant	Out-of-School Youth and/or Drop-outs	Brooke Stembridge
Title I, Part A	Parent Representatives of Title I Students	Maria Collin
Title I, Part A - Foster Care	Local DFCS Contacts	Robert Lee
Title II, Part A	Principals	Ginger Lawrence and Pam Willis
Title II, Part A	Teachers	Audra Davis and Shanicie Williams
Title II, Part A	Paraprofessionals	Susan Taylor
Title II, Part A	Specialized Instructional Support Personnel	Melissa Paul and Cassie Wilkerson
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Shaunae Motley-United Way
Title III, Part A	Parents of English Learners	Victor and Francisca Perez

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	
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	
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	Jay Houston
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)	
Special Education	Parents of a Student with Disabilities	George Houston
Special Education	Parent Mentors	NA
Title II, Part A	School Council Members	NA

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

2.1 Coherent Instructional System

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

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
1. 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 capacity of school staff to lead curriculum design efforts.	
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. 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	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	The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	✓
3. Emerging	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	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	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	The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	✓
3. Emerging	The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
4. Not Evident	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	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	The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
3. Emerging	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	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.	
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.	
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.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

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.	
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.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
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.	
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.	
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.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

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, but 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. 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.	

Leader Keys Effectiveness System- Standard

Standard	Score
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.	
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.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
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.	
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.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

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.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

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.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
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.	
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.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

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.	
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.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

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.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

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.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

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. 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.	
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.	
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.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
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.	
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.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

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. 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.	
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.	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
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.	
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.	
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	
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.	
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.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

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).

<p>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]</p>	<p>Lee County Stakeholder Meeting Input Stakeholder Survey Lee County Personnel Exit Survey Local Surveys for Climate/Culture Georgia Student Health Surveys, Georgia Parent and Personnel Surveys</p>
<p>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?")</p>	<p>Underlying themes and priorities from internal/external stakeholder surveys and meetings</p> <ul style="list-style-type: none"> ● Writing (literacy/reading stamina) is an area of concern ● Reasoning skills and application of knowledge in math is an area of growth ● Overall science achievement needs to improve ● Overall positive cultures in all schools ● Escalating behaviors in lower levels ● Vaping is a concern of both parents and staff ● Concern with student respect and peer relationships ● Implementation and monitoring of professional learning ● Operation procedures to include cybersecurity training and upgrades ● Foster community partnerships to enhance student learning ● Increase opportunities for SEL for students ● Teacher Retention and Recruitment <p>Underlying themes based upon the Georgia Parent Survey:</p> <ul style="list-style-type: none"> ● Consistent and clear rules are set and enforced ● Teachers and schools have high standards for achievement ● Facilities are well maintained ● Communication is not consistent between schools and classrooms ● Parents don't necessarily feel as though they are included in the decision making process...we give surveys but what do we do with it? <p>Student Survey</p> <ul style="list-style-type: none"> ● Overall students feel safe at school ● Students felt supported and challenged ● Area of concern: students do not respect each other nor adults and school facility ● Escalating level of self harm ● Escalating behaviors at lower level

	<p>Personnel Survey</p> <ul style="list-style-type: none"> • Teacher feel supported • Have high Standards for achievement • Teachers work hard to ensure students do well • Teachers feel instructional materials are current and in good condition • Expressed concerns about students having mutual respect for one another • Concern with lack of parent engagement
<p>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)</p>	<p>Common assessment data, universal screener data, BEACON data, Milestone data, discipline, student achievement data, and attendance data.</p>
<p>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?”)</p>	<p>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 focus on using high impact writing and reading stamina literacy strategies with additional support from K-5 academic coaches throughout our system. BW consultant worked with our literacy coaches to be more effective supporting teachers. We will continue PL for in order to help teachers successful implement the resource. Writing also continues to be an area of focus and PL will be provided throughout the year K-12 to address those needs. Loss of learning in Math has also been identified as an area of focus. Math teachers will participate in local and state ongoing training in order to prepare for the new math standards and implementation FY24. Implementation of monitoring of PL will be an area of focus at the district level.</p> <p>Through analysis of discipline and PBIS data, the number of students with social and emotional concerns is rising throughout the district. Student respect for adults and peers is declining, and student behaviors at the lower levels are escalating in severity. An increased number of suspensions have been issued in the district due to an increase in major tribunal related offenses. PBIS implementation throughout the district is improving, but will continue to be a focus to ensure consistency and fidelity of practices.</p>

What achievement data did you use?	<p>SIMBLI Balanced Scorecard, Common Assessments, BEACON, Benchmark Workshop Assessments, Milestones, GAA and ACCESS scores;</p> <p>End of Pathway, SAT, and Advanced Placement scores in 9-12.</p>
What does your achievement data tell you?	<ul style="list-style-type: none"> ● Analysis of ELA domain data shows a need to focus on writing and reading stamina at all grade levels ● Based on longitudinal ELA data, literacy continues to be an area of improvement in grades 3-12. ● 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 ● Overall math scores indicate a need for expanding supports for teachers and struggling learners. ● While we have made gains, we are still pushing forward to incorporate the ever changing technology available to our students. Teachers need to be provided with support to help engage students with the STEM. ● Leader training in regards to school improvement needs to continue in order to help all leaders, both administrative and teacher, understand how to analyze data to determine the most effective practices for targeting the instructional and behavioral needs of all students.
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?	Our demographic data shows a diverse population, including a diverse EL population with variation in languages. We also have an increasing special education population.

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. Training for administration in the area of effective data analysis and problem solving needs to continue in order for these individuals to help monitor instruction and student progress. In addition, alignment of units and instructional practices at all levels needs to continue, especially in the area of math K-12. Writing, improved phonics instruction and reading strategies will be an area of focus. Professional learning around best practices K-12 will be provided. Grading practices K-12 will be a focus of PL throughout the school year.
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?	Leader training in regards to school improvement needs to continue in order to help all leaders understand how to analyze data to determine the most effective practices for targeting the instructional and behavioral needs of all students. Aspiring Leaders and Principal programs will be utilized to help provide our leaders with necessary professional development to build capacity within our school system.
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?	Employee exit surveys indicate a need to have time set aside for new teachers to have discussions with district leaders. Teacher mentoring continues to be an area where there is opportunities for improvements.

Strengths and Challenges Based on Trends and Patterns

<p>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?</p>	<p>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.</p> <p>The use of a single communication platform has streamlined communications.</p>
<p>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?</p>	<p>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 that a change in the SEL curriculum has been beneficial this school year. In moving forward, the LCSS will work to involve all stakeholders in our system-wide PBIS program. There is a continued need to provide parents and community members with information regarding available resources for students with behavioral or mental health needs.</p>
<p>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?</p>	<p>The demographics of the county continue to become more diversified. academic deficits and social/emotional concerns among a large number of students indicate a need for specific supports in the areas of ELA, math, counseling services, and safety.</p>
<p>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?</p>	<p>Analysis of ELA domain data shows a need to focus on writing and reading strategies at all grade levels. Based on longitudinal ELA data, literacy continues to be an area of improvement in grades 3-12.</p> <p>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.</p> <p>Overall math, science and social studies scores indicate a need for expanding instructional supports for teachers to support and engage all students.</p>

IDEA - Special Education

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

Strengths	<p>The LCSS Special Education Department has a large core staff available to support teachers. Lead special education teachers provide coaching, mentoring, and training opportunities for special education teachers throughout the year, as well as monitor their paperwork and timelines for compliance. Other support staff (Post-secondary Transition Coordinator, Special Education Family Worker, Educational Diagnostician, and School Psychologists) also work closely with teachers and staff to increase compliant practices and provide support.</p> <p>Instructional software and technology devices are readily available to special education teachers for students with specific needs (Edmark, Unique Learning, News 2 You, Co-Writer, IXL, Reading Plus). View Sonic interactive panels have also been provided to special education teachers for use during instruction. There is also a large variety of augmentative communication devices that have been made available to students with significant communication disorders. Training opportunities for teachers and parents are provided by consultants on an as needed basis.</p>
Challenges	<p>The implementation of evidence-based, high leverage practices for SWD continues to be a challenge for special education teachers. General education teachers also need additional support to provide effective instruction to SWD in the inclusion setting.</p> <p>The SWD population in LCSS has grown significantly in the last few years. Large numbers of students moving into the district or being placed in special education after the school year has started continues to be a challenge for administrators and teachers.</p> <p>Teacher recruitment and retention in the field of special education is a huge challenge. There were several teaching and paraprofessional positions during 2022-2023 that were filled by long-term substitutes due to staffing shortages in our area.</p>

Title I - Part A - Improving Academic Achievement of Disadvantaged

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<p>Identification of at-risk students based on multiple data sources (to include Fastbridge universal screener)</p> <p>Dedicated additional instruction (support classes, extended learning time, after school opportunities/tutoring)</p> <p>Instructional software (LLI reading intervention, Dreambox Math, IXL Math and Reading Plus)</p>
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Challenges	<p>Embedding literacy into all classes</p> <p>Equitable grading practices</p> <p>Embedding mathematical practices in lessons</p>
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Title I, Part A - Foster Care

Strengths	<p>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.</p>
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Challenges	<p>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.</p>
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Title I, Part A - Parent and Family Engagement

Strengths	<p>Parents have access to student information (grades, attendance, discipline) on IC/Parent Portal</p> <p>Information/events are communicated through multiple means (newsletters, social media, newspapers, and email blasts)</p> <p>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, curriculum nights, PTO's and Career Fairs)</p>
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Title I, Part A - Parent and Family Engagement

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

Strengths	We participate with the ABAC MEP Consortium and use their tutoring services. Students who are in the primary grades are making great progress. They are doing well in school and are increasing their English vocabulary at a proficient rate.
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Challenges	For two (middle and high school) of our five migrant students, attendance is an issue. The middle school student struggles in school, but this could be related to his lack of attendance.
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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 and instructional resources when needed.
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Challenges	Finding someone to tutor on a consistent basis at the N & D facility.
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Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY24 Title II, Part A funds."

Strengths	Teachers receive support from school and district administration, as well as, weekly scheduled collaboration with peers to embed best practices and improve instruction.
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Challenges	Teachers need continued support in providing quality, needs-based instruction to students of varied achievement levels.
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Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards 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.
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Challenges	Teachers 6-12 struggle with accommodating students appropriately based on language proficiency levels while knowing the expectations of state assessments.
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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	Lack of affordable housing, no public transportation, and limited public housing.

Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: “100% transfer of FY24 Title IV, Part A funds.”

Strengths	Title IV funding allowed middle schools to expand STEM projects, which will continue to be a priority going forward. Title IV funds have also allowed for growth in fine arts programs through the purchasing of equipment including instruments. Funding will continue for the FASTBridge screeners to help with identification and progress monitoring for students. PBIS initiatives funded through Title IV has proven to be beneficial.
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.

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.
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Title I, Part A - Equitable Access to Effective Educators

	Each school has access to IC reports developed 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.
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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 and school level new teacher induction programs. 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.
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Title V, Part B - Rural Education

Strengths	N/A
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Challenges	N/A
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Academic Achievement-all content areas(writing, reading strategies, reasoning/thinking skills, relevance of instruction, student engagement through hands on applications, grading practices and beliefs)
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	
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Overarching Need # 2

Overarching Need	Teacher retention and recruitment
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	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Academic Achievement-all content areas(writing, reading strategies, reasoning/thinking skills, relevance of instruction, student engagement through hands on applications, grading practices and beliefs)

Root Cause # 1

Root Causes to be Addressed	Lack of relevant and engaging instructional practices in all classrooms K-12
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Effective monitoring of implementation of PL provided
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Grading practices not reflecting what students really know and are able to do.
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 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 IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - Teacher retention and recruitment

Root Cause # 1

Root Causes to be Addressed	Difficult to recruit teachers in certain content areas--math, science, sped, ELA, CTAE
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	
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Root Cause # 2

Root Cause # 2

Root Causes to be Addressed	Professional growth is needed for administrators and teacher leaders so teachers are better supported.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	
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District Improvement Plan 2023 - 2024



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 (Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	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)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	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 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Academic Achievement-all content areas(writing, reading strategies, reasoning/thinking skills, relevance of instruction, student engagement through hands on applications, grading practices and beliefs)
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Effective monitoring of implementation of PL provided
Root Cause # 2	Lack of relevant and engaging instructional practices in all classrooms K-12
Root Cause # 3	Grading practices not reflecting what students really know and are able to do.
Goal	By the end of 23-24 school year, increase the overall percentage of students moving from one performance band on GMAS, universal screeners and local assessments by 3%.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority

Equity Gap

Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions
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Action Step # 1

Action Step	Conduct district observations in all academic content areas to determine needed areas of instructional focus and establish a plan of action.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Walkthrough observation data
Method for Monitoring Effectiveness	implementation of next steps from previous walkthrough
Position/Role Responsible	Asst Supt for Curriculum Instruction
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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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)?	
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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
Method for Monitoring Effectiveness	Literacy block walkthrough data
Position/Role Responsible	K-12 Literacy Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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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)?	
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Action Step # 3

Action Step	Provide PL to K-8 on effective writing strategies within whole and small group instruction.
Funding Sources	N/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	PLC minutes demonstrating use of effective writing strategies based upon student work
Method for Monitoring Effectiveness	Write Score Data Writing rubric class data
Position/Role Responsible	K-12 Literacy Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly
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Action Step # 3

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Ensuring high quality literacy instruction through consistent implementation of MTSS (RTI and PBIS) PL 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	Director of Student Services and K-12 Literacy Coordinator
Evidence Based Indicator	Strong

Action Step # 4

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Extend implementation of Pre-AP courses through training and providing instructional materials from 10th grade lit to 9th & 11th grade literature, and extend to other content areas (Pre-AP Chemistry, Pre-AP Dance, Pre-AP Theatre, Pre-AP Music, Pre-AP Visual Arts)
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Classroom observations, PLC minutes
Method for Monitoring Effectiveness	PreAP assessment growth
Position/Role Responsible	Literacy Coord & Pre-AP contact persons

Action Step # 5

Evidence Based Indicator	Strong
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Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Provide support to K-5 teachers to enhance guided reading instruction that focuses on students' reading behaviors that are developmentally appropriate based on their reading levels.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment

Action Step # 6

Method for Monitoring Implementation	Observation feedback from literacy coaches
Method for Monitoring Effectiveness	students' growth in reading proficiency--movement within reading levels
Position/Role Responsible	Literacy coaches
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

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 # 7

Action Step	Provide support to K-12 teachers to incorporate new math standards to foster thinking and reasoning skills and to promote student engagement.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 7

Subgroups	Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Observation feedback from math coaches
Method for Monitoring Effectiveness	students' growth in math proficiency
Position/Role Responsible	Math Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

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 # 8

Action Step	Science Academic/STEM academic coach will provide professional development for teachers and leaders (K-12) on the full implementation of science curriculum and effective teaching strategies.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster

Action Step # 8

Subgroups	Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Schedules for training
Method for Monitoring Effectiveness	coaching check ins
Position/Role Responsible	Title IIA Director
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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	Professional learning for specified school leadership teams (teachers and administration from the school) provided by Georgia Leadership Institute for School Improvement (GLISI) to continue to improve data usage for identifying and solving problems. (Title II A funds will be used to pay for teachers and school leaders allowable under Title IIA. All other participants not allowable under Title IIA will be paid out of the general funds.)
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Impact Checks at Mid-Year and End of Year
Method for Monitoring Effectiveness	Evidence of a problem solving/solution protocol throughout the year indicated by Impact Check minutes, school improvement plan, etc.
Position/Role Responsible	Assistant Superintendent of Curriculum and Instruction
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

Action Step # 9

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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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	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	enrollment numbers in classes
Method for Monitoring Effectiveness	stakeholder survey feedback
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly
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Action Step # 10

Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 11

Action Step	Provide coteaching training/professional learning for special education and general education teachers on implementing high leverage and evidence-based practices.
Funding Sources	IDEA
Subgroups	Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Agendas sign-in sheets
Method for Monitoring Effectiveness	observation data student data
Position/Role Responsible	Special Education Director Special Education Lead Teachers
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly
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Action Step # 11

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 12

Action Step	Provide PL opportunities for new instructional coaches who are supporting K-5 math and literacy. The purpose of the PL will be to develop and enhance their coaching capacity to have a greater impact on improving instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Registration and attendance
Method for Monitoring Effectiveness	Coordinators observing coaches in their work (providing feedback, PLC involvement, debrief sessions)
Position/Role Responsible	Math & Literacy Coordinators
Evidence Based Indicator	Strong

Action Step # 12

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 13

Action Step	Providing professional learning for math teachers utilizing Math in Practice and Do the Math. This will be used in PLCs by Instructional Support Specialists, Math Teachers, and Math Instructional Coaches for grades K-5 to help teachers implement the mathematical teaching practices appropriately in their lesson planning.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	PLC minutes
Method for Monitoring Effectiveness	Walkthrough observations

Action Step # 13

Position/Role Responsible	K-12 Math Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

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)?	
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Action Step # 14

Action Step	Pay registration fees for Academic Science Coach/STEM Coordinator and teachers to attend the GAETC Conference.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Attendance to Conference

Action Step # 14

Method for Monitoring Effectiveness	PLC Minutes documenting redelivery of PD
Position/Role Responsible	STEM Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

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 # 15

Action Step	Provide support to staff in identifying children with characteristics of dyslexia utilizing specified assessments and determining what quality interventions are needed.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 15

Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Training materials and sign in sheets
Method for Monitoring Effectiveness	Training evaluation
Position/Role Responsible	Literacy Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

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 # 16

Action Step	Reduce total retentions in grades 3-12 by developing common grading practices across the district.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 16

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Documentation from training
Method for Monitoring Effectiveness	NA
Position/Role Responsible	Admin
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

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)?	
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Action Step # 17

Action Step	Provide PL and stipends (off contract/summer PL) for new K-5 ELA teachers on implementation of the Benchmark Workshop literacy curricula resource so that they can effectively provide instruction in the literacy block.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets
Method for Monitoring Effectiveness	observations of the literacy block
Position/Role Responsible	Literacy Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 18

Action Step	In efforts to better support the English language acquisition and increase literacy for our EL students in the pull out setting (primary & middle school), the Advancing Language Learning program will be purchased and implemented. This program is aligned to the structure and rigor of the general classroom literacy program.
Funding Sources	Title III, Part A
Subgroups	
Systems	
Method for Monitoring Implementation	
Method for Monitoring Effectiveness	
Position/Role Responsible	
Evidence Based Indicator	

Timeline for Implementation

Does this action step support the selected equity intervention?

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 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Teacher retention and recruitment
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Professional growth is needed for administrators and teacher leaders so teachers are better supported.
Root Cause # 2	Difficult to recruit teachers in certain content areas--math, science, sped, ELA, CTAE
Goal	Hiring and retaining professionally qualified teachers and leaders for 100% of certified positions by increasing recruitment and retention efforts throughout the district.

Equity Gap

Equity Gap	Teacher Retention
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Content Area(s)	ELA Mathematics Science Other : CTAE and SPED
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-5 Support the retention of effective teachers and effective school leaders

Action Step # 1

Action Step	Provide opportunity for administrators to participate in an Aspiring Principals program.
Funding Sources	N/A
Subgroups	N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Acceptance to GSBA program
Method for Monitoring Effectiveness	Discussion with evaluator Reports outs LKES
Position/Role Responsible	PL Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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 # 2

Action Step	Implementation of LC Aspiring Leaders Program provided by Georgia Leadership Institute for School Improvement (GLISI) to provide teacher leaders with an opportunity for professional growth in leadership skills. This is a two year partnership that began in FY23 and to continue in FY24.
Funding Sources	N/A
Subgroups	N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Completion of program for the cohort
Method for Monitoring Effectiveness	post survey for participants
Position/Role Responsible	PL Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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)?	GLISI
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4. REQUIRED QUESTIONS

4.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

Coordination of 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).	<p>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.</p> <p>Lee County School District coordinates activities aligned to the DIP through the federal programs. Title II Part A and IDEA to provide professional learning on data analysis for teacher leaders and high leverage, evidence-based 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.</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<p>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</p>
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Serving Low Income and Minority Children

	<p>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.</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p>	<p>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.</p>
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PQ – Intent to Waive Certification

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
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4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> 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). <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>LCSS has waived certification for all K-12 teachers that are allowable except those under Georgia state board rule.</p>
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PQ – Minimum Qualification

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

State and Federally Identified Schools

Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.	<p>There are no TSI or CSI identified schools in Lee County.</p> <p>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.</p> <p>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.</p>
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CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	<p>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).</p> <p>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.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	<p>All schools in the district have a 4 or 5 star Climate Rating as measured by the FY19 CCRPI. 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 to support schools in dealing with severe cases. In addition, LCSS utilizes an SEL curriculum (Character Strong) to promote social-emotional learning and build character development. LCSS also employs a Director of Student Services 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.</p>
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4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	<p>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.</p> <p>LCHS will continue to offer SAT on the high school campus. Students 9-11 are also offered the opportunity to take the PSAT each year in October.</p> <p>LCHS currently has one industry certified program in the CTAE program.</p>
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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.	<p>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. 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.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>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.</p>	<p>For the FY24 school year, all schools are school-wide Title I</p>
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Title I, Part A – Instructional Programs

<p>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.</p>	<p>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 and/or instructional materials are provided to support students of our local N&D shelter based on the needs of the students. Primary and elementary schools serve students through EIP. In addition to this, Title I funds are used to employ an interventionist at each school. The interventionists use Leveled Literacy Intervention (LLI) as the intervention for reading. KPS and LCES also use the interventionists to provide math interventions Focused Math is the intervention used at LCES. Both middle schools provide reading and math interventions using Title I funds. Title I teachers have students scheduled to attend these classes throughout the day. Reading Plus is used for Title Reading classes. LCMS East uses Dreambox for math while LCMS West opts to not use a software program. The 9th Grade Campus uses Title I funds for math support classes and reading support. Reading Plus is used for the reading support while math teachers use iXL and hands-on approach for math instruction. LCHS uses Title I funds for math support classes only. TLC (Transitional Learning Center) serves students who are in need of intensive academic support and for disciplinary reasons. Whether there for academics or disciplinary reasons, the students are at risk of not graduating. Students in TLC have access to the math and reading software programs as well. The teachers will be trained this year on how to provide quality small group instruction in the areas of reading and math.</p>
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate): description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart; description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p>	<p>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. When migrant students are identified, a comprehensive needs assessment and delivery plan are 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.</p>
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Title I, Part C – Migrant Supplemental Support Services

<ol style="list-style-type: none"> 1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC). 2. Direct-funded LEAs describe: 3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer. 4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification 	<p>Lee County School System is part of the MEP Consortium again for the 2023-2024 school year. When migrant students enroll in our district, academic and support services will be coordinated through ABAC, which is our MEP fiscal agent. We have a GADOE contact person who is available to help coordinate necessary services for these students.</p>
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Title I, Part C – Migrant Supplemental Support Services

of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.	
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: 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</p>	<p>The LCSS will continue to implement the ASPIRE self-advocacy and self-determination program for 6th-12th grade SWD. Special education core staff will provide training to teachers and the post-secondary transition coordinator will monitor implementation.</p> <p>In the Spring, each 8th grade student with a disability meets with his/her IEP team to develop a transition plan and register for high school courses for the upcoming school year. Prior to the meeting, the post-secondary transition coordinator meets with each student and completes a transition assessment. She also works with special education teachers to draft relevant transition goals and activities for all 8th grade SWD that will be entering high school the following year. In addition, the transition coordinator (and/or special education administrator) attends each transition meeting to ensure that students and parents understand the Georgia high school diploma options and requirements for graduation. The transition coordinator and lead teachers will continue to provide training on how to write compliant and effective transition plans for SWD in the applicable grades. Teachers requiring technical assistance in the areas of writing appropriate transition plans and/or IEP goals and objectives will be identified through IEP reviews conducted by lead teachers and will be required to participate in teacher academies focusing on transition.</p> <p>To ensure that SWD are participating in the courses required for high school graduation and remain "on track" to graduate, high school special education teachers maintain checklists for all high school SWD. The post-secondary transition coordinator monitors the checklists for accuracy and in the Spring, a lead special education teacher assists the high school with the scheduling of SWD.</p> <p>The Special Education Director will monitor implementation of activities listed above using artifacts/documentation such as sign-in sheets & agendas for trainings, IEP review checklists, completed IEPs/meeting notices, completed graduation checklists, and copies of student schedules. Other tools that the LCSS will employ to improve graduation rate include the monitoring of semester averages of SWD in grades 6-12 and the monitoring of SWD withdrawal codes in the student information system for accuracy.</p> <p>The transition coordinator will also continue to collaborate with post-secondary agencies such as Goodwill, Easter Seals, Albany ARC, and Vocational Rehabilitation to find successful post-secondary placements for SWD and will provide related training to teachers and parents. The LCSS will continue to provide the Community-Based Vocational Instruction (CBVI)</p>
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IDEA Performance Goals:

	<p>Program to high school students with cognitive disabilities that have completed all academic graduation requirements, but have not yet exited with a positive post-secondary placement. The CBVI program allows students to receive daily "on-the-job" vocational skills training with any needed supports provided by LCSS special education staff. The CBVI teacher and post-secondary transition coordinator collaborate to secure job sites for students within the community that are as closely aligned to individual transition plans as possible, in the hopes that a CBVI placement may result in a paid competitive employment opportunity for the student.</p> <p>To monitor the effectiveness of the district's practices and procedures, the LCSS Special Education Department utilizes the following data: SWD 4-Year Cohort Graduation Rate, Annual Event Graduation Rate for SWD, and the SWD Post-School Outcomes Summary. In FY22, the 4-year Cohort Graduation Rate for students with disabilities was 73.68% and the Annual Event Graduation Rate for SWD was 78.79%. The Annual Event Graduation Rate exceeded the state target of 71.55% and included all students with disabilities that graduated in 2022 with a regular diploma (APR Indicator 1). The LCSS also met the state target of 21.56% or less for the percentage of SWD dropping out of high school by obtaining an FY22 SWD drop out rate of 9.09% (APR Indicator 2). The FY23 Post-School Outcomes Summary for 2021-2022 Exiters was also completed in June 2023. Results of the survey indicate that 41.18% of SWD that exited the LCSS in 2021-2022 are currently enrolled in higher education (APR Indicator 14a). Results also indicate that 85.29% of the SWD exiters are either enrolled in higher education or competitively employed at the current time (APR Indicator 14b). Survey results also indicate that the percentage of SWD exiting in FY22 currently enrolled in higher education or another postsecondary training program or competitively employed is 91.18% (APR Indicator 14c). The LCSS will continue to utilize the data from the SWD 4-Year Cohort Graduation Rate, Annual Event Graduation Rate for SWD, and the SWD Post School Outcomes Summary to monitor the effectiveness of the district's practices and procedures and ensure that state targets continue to be met.</p>
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<p>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</p>	<p>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. Child Find information will be distributed to local pediatricians' offices and the health department. It will also be posted on the school system website as well as posted annually in the Lee County Ledger. 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</p>
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IDEA Performance Goals:

<p>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</p>	<p>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 Special Education Director 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.</p> <p>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 parent will be contacted to schedule an observation and discuss the evaluation process. Once consent for evaluation is secured, the student will be evaluated by the Preschool Evaluation Team and other professionals as determined appropriate. Upon completion of the evaluation, an eligibility meeting will be scheduled to review results.</p> <p>The LCSS will collaborate with Head Start and provide annual 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.</p> <p>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 quarterly teacher academies that are provided as job-embedded professional learning opportunities (ex: strategies for providing specialized instruction, developing appropriate IEP goals and objectives, creating effective behavior intervention plans, etc.). Individual technical assistance will also be provided as needed by the Special Education Lead Teacher or Director.</p> <p>Special education service providers employed by the LCSS that are available to support the age 3-5 population include the following: SLP, special education teacher, hearing impaired teacher, vision impaired teacher, occupational therapist, physical therapist, and paraprofessional. Support staff not employed by the LCSS, but determined necessary by the IEP committee, will be contracted for services (ex: nurse, orientation and mobility specialist, Board certified behavior analyst, etc.).</p> <p>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</p>
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IDEA Performance Goals:

	<p>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.</p> <p>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, and Parent Survey data. Preschool Outcomes Survey Data will also be utilized to evaluate and improve the preschool special education program in Lee County. In FY22, the percentages of SWD entering the preschool program below expectations in each of the following areas, but substantially increasing their rate of growth by the time they exited were 57.14% in the area of Positive Social-Emotional Skills, 87.5% in the area of Acquisition and Use of Knowledge and Skills, and 78.57% in the area of Appropriate Use of Behavior to Meet Needs. The percentages of SWD who were functioning with age expectations in each of those areas by the time they exited preschool in FY22 were 18.75% in the area of Positive Social-Emotional Skills, 12.5% in the area of Acquisition and Use of Knowledge and Skills, and 31.25% in the area of Appropriate Use of Behavior to Meet Needs. This data, along with the FY23 Preschool Outcomes Survey when available, will be used to monitor progress towards improved preschool outcomes for SWD in FY24.</p>
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<p>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 practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>The LCSS provides a free, appropriate public education, in the least restrictive environment, to students with disabilities, ages 3-21 years. A full continuum of special education and related services will be made available to each student with a disability based on his/her specific needs. Service models for all students with disabilities include general education class placement, general education class with supplementary aids & services, general education class with direct special education services (consultative, collaborative, or co-teaching), instruction outside the general classroom (small group or individual), separate day school or program, home-based instruction, residential placement, and hospital/homebound instruction. In addition, special education services for preschool students with disabilities (ages 3-5) may also be provided in a community-based setting (Head Start, Bright from the Start Pre-Kindergarten, public or private child care/day care, etc.) or in the home as the natural environment for a young child. The LCSS will also provide any related services required for students with disabilities to benefit from special education. Related services include, but are not limited to, special transportation, orientation & mobility services, physical therapy, counseling, occupational therapy, assistive technology, audiological services, interpreting services, speech/language pathology, adaptive physical education, transition services, social work services, psychological services, and school nursing.</p> <p>The LCSS Special Education administrative staff will continue to provide a Special Education Procedural Guide to all special education staff and building level administrators at the beginning of each school year. District</p>
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IDEA Performance Goals:

	<p>administrators will be provided a copy for the 2023-2024 school year as well. The guide is a comprehensive tool that outlines current policies and procedures related to special education , as well as provides best practice information to help facilitate LCSS's compliance with federal and state regulations. The LCSS special education core staff will continue to provide annual training to special education teachers on 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 continue to provide professional development through quarterly 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 initial placement meetings to monitor compliance in this area (and other meetings if needed). In addition, each IEP will 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.</p> <p>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 and/or targeted support. In addition to 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, assistive technology, high leverage and evidence-based practices, creating effective behavior intervention plans, etc.). 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.</p>
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IDEA Performance Goals:

<p>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</p>	<p>A Special Education Procedural Guide is provided to all special education teachers, related service providers, core special education staff, school, and district 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. School psychologists and/or the Educational Diagnostician 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 the Educational Diagnostician will work directly with teachers to provide support and coaching when areas of concern are identified. Additional professional learning opportunities 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/conferences 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 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 professional learning opportunities..</p>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

A. Well-Rounded Activities (WR)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	<ul style="list-style-type: none"> • Overarching Need 1/Action Step 5 & 10 • Continuing • Funds will be utilized to provide instructional materials for enrichment elective courses for Fine Arts and STEM, and increased Pre-AP courses at the high schools. • Increase rigor and student engagement in courses in order to increase student performance by implementing Pre-AP courses at 9-12 (continuing with ELA and chemistry, adding dance, theatre, music & visual arts)
B. Safe and Healthy (SH)-Climate/Culture Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	<ul style="list-style-type: none"> • Overarching Need 1/Action Step 4 • Continuing • Title IV, A funds will continue to be used for the FastBridge universal screeners (reading, math, behavior) for all school in our district as a way of providing progress monitoring data, as well as a behavior screener, to support and enhance our MTSS process. • To have a universal screener for early identification of students in need of academic and behavioral interventions.
C. Effective Use of Technology (ET)-Professional Learning Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	<ul style="list-style-type: none"> • Overarching Need 1/Action Step 14 • Continuing • GAETC registration--Provide teachers and Science/STEM coordinator with increased knowledge of how to utilize the technology in their classrooms.
D. Effective Use of Technology 15% (ET15)-Infrastructure Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	NA

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.
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Equity Gap 1: Intervention Effective - Adjust Activities/Strategies</p> <p>Equity Gap 2: Intervention Effective - Equity Gap Eliminated</p>
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<p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Goal 1: Equity Gap 1--Student Achievement Identify subgroups, grade level span and content areas</p> <p>Equity Intervention: Provide targeted teacher development on content, pedagogy and student supports and interventions.</p> <p>Data Analysis Review: In reviewing quarterly common assessment data, the majority of students showed a progression of learning each quarter. The unit weekly and unit assessments for our K-5 Literacy resource, Benchmark Workshop indicated most students were making adequate progress throughout the year. BEACON data and common assessments at 6-12 also showed the majority of students were progressing at an average rate. GMAS data for FY23 shows an overall increase in proficient and distinguished achievement levels for all content areas.</p> <p>Effectiveness: We have determined the action steps for the Equity Gap to be effective in reducing the equity gap. We will continue to monitor and make adjustments as necessary to increase student achievement.</p> <p>Next Steps:</p>
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<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Goal 2: Equity GAP 2: Discipline OSS Identify Subgroups and grade level spans</p> <p>Equity Intervention: Provide targeted teacher development on content, pedagogy and student supports and interventions.</p> <p>Data Analysis Review</p> <ul style="list-style-type: none"> ● Overall OSS referrals were reduced or limited to a lower number of students with repeat referrals resulting in OSS. ● New SEL program, Character Strong, shows adequate use and implementation in all schools was successful. ● Tier II training was abandoned at midyear due to seeing a need to continue
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Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

	<p>focus on Tier 1 PBIS before moving to Tier 2.</p> <ul style="list-style-type: none"> ● Use of Suite 360 to target specific behaviors for Tier 2 and 3 interventions in grades 3-12 was successful in most schools. Other schools have made plans to better use the program in FY24. <p>Effectiveness: Overall, we have determined the action steps for the Equity Gap to be effective.</p> <p>Next Steps: We will continue to monitor and make adjustments as necessary to reduce OSS ODRs, but this equity gap has not been determined to be a focus for the FY24 CLIP.</p>
<p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>We have had great success with the action steps and we will continue to maintain many of these activities next school year. We will continue to monitor and make adjustments as necessary to increase student achievement and decrease student discipline referrals resulting in OSS.</p>

4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

In this section, summarize the identified needs that will be addressed with FY22 federal funds for private schools. Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](#). (Add "No Participating Private Schools" as applicable.)

Title I, Part A	LCSS is participating in collaborative pooling of funds with surrounding counties. Dougherty County will be the fiscal agent. One private school, St. Teresa's Catholic School, is the only participating school for Lee County.
Title II, Part A	No private schools are located in Lee County; therefore, we have no participating private schools for Title IIA funding.
Title III, Part A	No participating private schools in the geographic boundary.
Title IV, Part A	No participating private schools in the geographic boundary.
Title IV, Part B	NA
Title I, Part C	NA
IDEA 611 and 619	There are no non-profit private schools located within the Lee County School District. However, home-schooled SWD residing in Lee County are considered parentally-placed private school students for the purposes of special education. These students receive services funded by the Federal IDEA grant in the area(s) determined by a consultation process.