



Comprehensive Needs Assessment 2023 - 2024 District Report



Laurens 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	Mr. Clifford Garnto
Multiple Program(s)	Federal Programs Director	Mrs. Julie Dyar
Multiple Program(s)	Curriculum Director	Dr. Ronda Hightower
Multiple Program(s)	School Leader (#1)	Mr. Tim Allen
Multiple Program(s)	School Leader (#2)	Mrs. Kelly Dean
Multiple Program(s)	Teacher Representative (#1)	Mrs. Tori Norris
Multiple Program(s)	Teacher Representative (#2)	Mrs. Logan Edge
McKinney-Vento Homeless	Homeless Liaison	Mrs. Marquita Timmons
Neglected and Delinquent	N&D Coordinator	Mrs. Marquita Timmons
Rural	REAP Coordinator	Mrs. Julie Dyar
Special Education	Special Education Director	Ms. Stacey Sanders
Title I, Part A	Title I, Part A Director	Mrs. Julie Dyar
Title I, Part A	Family Engagement Coordinator	Mrs. Lynn Bowden
Title I, Part A - Foster Care	Foster Care Point of Contact	Mrs. Summer Faulk
Title II, Part A	Title II, Part A Coordinator	Mrs. Julie Dyar
Title III	Title III Director	Mrs. Julie Dyar
Title IV, Part A	Title IV, Part A Director	Mrs. Julie Dyar
Title I, Part C	Migrant Coordinator	Mrs. Julie Dyar

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Dr. OJ Hall
Multiple Program(s)	Testing Director	Mrs. Julie Dyar
Multiple Program(s)	Finance Director	Mrs. Mary McCollough
Multiple Program(s)	Other Federal Programs Coordinators	Mrs. Denise Taylor
Multiple Program(s)	CTAE Coordinator	Mr. Randy Gay
Multiple Program(s)	Student Support Personnel	Mrs. Dana Hall

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal Representatives	Mrs. Janelle Butler
Multiple Program(s)	High School Counselor / Academic Counselor	Mrs. Colleen Howard
Multiple Program(s)	Early Childhood or Head Start Coordinator	Mrs. Ronda Walker
Multiple Program(s)	Teacher Representatives	Mrs. Christa Hall
Multiple Program(s)	ESOL Teacher	Mrs. Ashlyn Williamson
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	
Multiple Program(s)	ESOL Coordinator	Mrs. Ashlyn Williamson
21st CCLC	21st CCLC Program Director	
21st CCLC	21st CCLC Site Coordinator or Data Specialist	
Migrant	Preschool Teacher	
Special Education	Student Success Coach (SSIP)	Mrs. Jakimva Martin
Title II, Part A	Human Resources Director	Mr. Tim Passmore
Title II, Part A	Principal Supervisors	
Title II, Part A	Professional Learning Coordinators	Mrs. Glenda Thompson
Title II, Part A	Bilingual Parent Liaisons	Mrs. Isabel Mendoza
Title II, Part A	Professional Organizations	
Title II, Part A	Civil Rights Organizations	
Title II, Part A	Board of Education Members	
Title II, Part A	Local Elected/Government Officials	
Title II, Part A	The General Public	Mrs. Connie Howell
Title III	Refugee Support Service Staff	
Title III	Community Adult ESOL Providers	
Title III	Representatives from Businesses Employing Non-English Speakers	Mrs. Tany Rogers
Title IV, Part A	Media Specialists/Librarians	
Title IV, Part A	Technology Experts	Mr. Lance Smith
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)	Miss Jamie Norris
Multiple Program(s)	Private School Officials	NA
Migrant	Out-of-School Youth and/or Drop-outs	Mrs. Isabel Mendoza
Title I, Part A	Parent Representatives of Title I Students	Mr. James Norris
Title I, Part A - Foster Care	Local DFCS Contacts	Mrs. Cecilia Schenck
Title II, Part A	Principals	Mrs. Kelly Dean
Title II, Part A	Teachers	Mrs. Shelia Covington
Title II, Part A	Paraprofessionals	Mrs. Graciela Parra
Title II, Part A	Specialized Instructional Support Personnel	Mrs. Denise Taylor
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Mrs. Christi Warren - Neglected and Delinquent Home Director
Title III, Part A	Parents of English Learners	Mrs. Graciela Parra

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Mrs. Connie Howell
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	
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	
Migrant	Migrant PAC Members	
Migrant	Local Farmer, Grower, or Employer	
Migrant	Family Connection Representatives	

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local Migrant Workers or Migrant Community Leaders	
Migrant	Farm Worker Health Personnel	
Migrant	Food Bank Representatives	
Migrant	Boys and Girls Club Representatives	
Migrant	Local Health Department Representatives	
Migrant	ABAC MEP Consortium Staff	
Migrant	Migrant High School Equivalence Program / GED Representatives	
Migrant	College Assistance Migrant Programs	
Neglected and Delinquent	Residential Facility(ies) Director(s)	
Special Education	Parents of a Student with Disabilities	
Special Education	Parent Mentors	
Title II, Part A	School Council Members	

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?

Stakeholders were chosen based on their varied roles and perspectives in relation to LCSS. Representatives from various grades, SPED, counseling, technology, administration, parents from the communities, resource officers, social worker, community business leaders, and, of course, administrators and district office personnel were all included in the collection of meaningful data and in providing input in the process.

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?

The student, parent, teacher, leader, and other stakeholder surveys were available for all to complete on Survey Monkey. Paper copies were made available as requested and translated copies were made available as it was reasonable. Stakeholders were allowed to remain anonymous if they chose. Other feedback was obtained through interviews and staff and stakeholder meetings. All input was recorded and analyzed by the team.

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>Parent Surveys Teacher Surveys ELL Surveys Leadership Surveys PBIS 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>Based on the Spring 2023 parent survey a large portion of parents believe the LCSS engages the parents and community in an productive manner. Stakeholders tend to be more actively involved when meetings are geared toward student recognition or nonacademic events. Although LCSS encourages stakeholder involvement, participation in school improvement, leadership, and collaboration meetings for student success is less frequent attended. Parents indicated that they would mostly likely attend an Open House or Parent Conference at their students' school. Parents often cited transportation and time as a barrier to attending meetings. However, parents do indicate that the schools do provide numerous opportunities for engagement and that school are friendly and welcoming. When asked about topics that they as parents would like for LCSS teachers to have more training in, all grade levels indicated that building relationships with parents and reaching out, communicating and working with parents to build student achievement was a need. Topics that parents would like additional training on are resources to help with homework and understanding assessments. Parents also indicate that reading and writing continue to be a focus for academics in the schools.</p> <p>Laurens County teachers believe LCSS has strong procedures in place for maintaining the safety and well-being of students and staff. Processes such as RTI, SST, ASPIRE, and Mid-year SIP Report Outs have proven effective in the continued incorporation of consistent accountability for monitoring systems of supports. Based on surveys, behavior problems are perceived as an issue and will be addressed through training and the PBIS process. Teacher stakeholder engagement is strong although more involvement in decision making and leadership is needed. School resources are improving but teachers and students feel continued improvement is needed. More student centered activities versus teacher centered, differentiation and small group instruction are needed in classrooms. The use of collaboratively analyzed assessment results to adjust instruction has been a reoccurring need over the past several years and continues to show on FY23 surveys. The use of Professional Learning Communities weekly, the continued use of instructional coaches, and the</p>

	<p>provision of lesson plan feedback have proven to be important supports for classroom teachers in the past, however, the current FY23 survey indicates that there maybe a need arising with initiating and sustaining change to improve staff performance and student learning. The percentages of staff that feel like administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both has increased in the past year as compared to previous years.</p> <p>Laurens County surveyed the ELL staff and regular education teachers in the Spring of FY23. The ELL staff and regular education teachers rated the coordination of services for ELL students as a strength but rated the system as weak in providing communication to parents. Regular education teachers also requested more professional learning on instructional strategies that will help ELL student to be successful in their classrooms.</p>
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<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>Training Feedback Mid-Year Principal Report Out Feedback Forms, School Improvement Plans District CNA Data Collection Survey School CNA Data Collection Survey LCSS Survey of Supplemental Services</p>
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<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>While District CNA Data Collection Surveys indicate that Laurens County School System is functioning at the Operational level on standards, there are a few standards that indicate a need for improvement. For example, when looking at 3-year trend data, two of the Allocation and Management of Resources standards have shown a shift in satisfaction for the district's stakeholders. The first standard indicates that the district should acquire more input and collaboration into the budgeting process to address the needs of the school and district. The second standard that is a shift is in the monitoring of of resources and materials to support learning and teaching. In the Governance standards, stakeholder response indicates that the should provide opportunities for more diverse groups of stakeholders to engage in supporting district and school goals and initiatives that improve learning and teaching. The Governance standards also indicate that the district may need to do a better job a providing defined flexibility to school leaders to address individual school needs to improve learning and teaching, based on school performance. In the standards of Leader, Teacher, and Staff Effectiveness, district stakeholders indicate that the processes that increase the effectiveness of teachers, leaders, and staff and the provision of personnel, expertise, and services to achieve district and individual school goals may need to be reviewed and updated. Stakeholders also indicated that roles, responsibilities, skill sets, and expectations of leaders at all levels of the district may need to be examined. For the Family and Community Engagement standards, the district's stakeholders' responses show that the district still has work to do in the area of clear consistent communication and providing opportunities for feedback with families and community members. Finally, in the Vision and</p>
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	<p>Mission standards, the survey indicates that the district may need to do a better job at fostering trust, collaboration, and shared responsibility for improving learning and teaching.</p> <p>In addition to the information above, the district leadership team pulled out the following process data that bears a closer examination of needs by the district:</p> <ol style="list-style-type: none"> 1. Additional training for teachers at the Tier 1 level on strategies for instructing students with ADHD for the purpose of decreasing the number of these students that are referred to the MTSS process. 2. A more consistent implementation of the Monique Burr child abuse prevention lessons with the addition of the bullying lessons to the requirements. 3. Providing parents with more information and the results of the U-Science interest exams that students take. 4. Being more consistent with how discipline is entered into the SIS system and making sure state discipline code descriptors are being used. 5. Continued implementation of training for teachers and staff on SEL topics such as de-escalation and QPR. 6. Review of the processes for determining if EL students have a learning disability or if there is a language barrier or other factor that is delaying learning.
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What achievement data did you use?	<p>Georgia Milestones EOC</p> <p>Georgia Milestone EOG</p> <p>BEACON</p> <p>ACCESS for EL's</p> <p>Reading Inventory</p> <p>Acadiance</p> <p>Lennections Benchmarks</p>
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What does your achievement data tell you?	<p>Preliminary data for EOG and EOC achievement data show that LCSS is trending towards pre-COVID percentiles in all grade levels and subject areas.</p> <p><u>Elementary School Level GMAS Trend Data:</u></p> <p>EOG Data for ELA shows the following trend for levels 3&4: 2019 = 48.2%, 2021 = 31.0%, 2022 = 32.6%, and 2023 = 40.0%, Grades 3 and 4 have not shown the rebound that grade 5 has shown in the percentages of 3s and 4s scored by students. While 5th grade is nearly back to pre-Covid percentages, 3rd and 4th grade are a consistent 10 points below the same measure.</p> <p>EOG Data for Math shows the following trend for levels 3&4: 2019 = 58.0%, 2021 = 44.9%, 2022 = 39.7%, and 2023 = 49.2%, with 5th grade falling below other grade level achievement for the percentage of 3s and 4s scored.</p> <p>EOG Data for Science shows the following trend for levels 3&4: 2019 = 57.3%, 2021 = 42.8%, 2022 = 43.6% and 2023 = 53.2%</p> <p>The percentage of students scoring on or above grade level Lexile on the</p>
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Elementary Grades (3-5) EOG has shown significant growth - 2019 = 56%, 2021 = 42%, 2022 = 44%, and 2023 = 65%, however, the percentage of students scoring on or above the CCRPI Literacy Readiness Indicator is slightly lower for 2023 student at 44.5%

Middle School Level GMAS Trend Data:

EOG Data for ELA shows the following trend for levels 3&4: 2019 = 45.1%, 2021 = 38.8%, 2022 = 37.4%, and 2023 = 41.0%. 6th Grade consistently shows the lowest % of students scoring 3s and 4s over the four year trend period. EOG Data for Math shows the following trend for levels 3&4: 2019 = 49.2%, 2021 = 39.4%, 2022 = 47.0%, and 2023 = 46.1%. In the Math EOG Achievement, 8th grade is consistently strong when considering the percentage of students scoring 3s and 4s, however, 6th and 7th grade show inconsistent percentages at these two combined levels.

EOG Data for Science shows the following trend for levels 3&4: 2019 = 42.9%, 2021 = 44.3%, 2022 = 50.4% and 2023 = 49.9%

EOG Data for Social Studies shows the following trend for levels 3&4: 2019 = 41.5%, 2021 = 39.7%, 2022 = 43.6%, and 2023 = 52.8%

The percentage of students scoring on or above grade level Lexile on the Middle Grades (6-8) EOG has shown also growth - 2019 = 60%, 2021 = 56%, 2022 = 54%, and 2023 = 67%, however, the percentage of students scoring on or above the CCRPI Literacy Readiness Indicator is slightly lower for 2023 student at 57.5%

High School Level GMAS Trend Data:

EOC Data for American Literature shows the following trends for levels 3&4: 2019 = 39.5%, 2021 = 24.4%, 2022 = 32.4% and 2023 = 41.6%

EOC Data for Algebra I show the following trends for levels 3&4: 2019 = 40.1%, 2021 = 37.1%, 2022 = 44.4% and 2023 = 54.6%

EOC Data for US History shows the following trends for levels 3&4: 2019 = 46.7%, 2021 = 34.3%, 2022 = 38.7%, and 2023 = 46.9%

EOC Data for Biology shows the following trends for levels 3&4: 2019 = 43.4%, 2021 = 33.6%,

Most concerning for EOC trend data is the lack of rebound for the American Literature scores. Upon further analysis, the average Lexile score for American Literature has rebounded within 20 points of pre-COVID numbers, 2019 = 1296, 2022 = 1272 and 2023 = 1318. Additionally, the percentage of students with a Lexile above midpoint is only 2% points below pre-COVID, 2019 = 57.6%, 2022 = 49.8% and 2023 = 55.9%.

In addition to GMAS EOC and EOG, Laurens County utilizes a number of formative assessment tools.

Elementary School Level Formative Assessment Trend Data:

Reading Inventory Data indicates that in grades 3-5 percentages of students on or above grade level for reading are staying or have little growth. In 2022, 53% of students grades 3-5 met this descriptor level at the end of the year benchmark, while in 2023, 56% of students grades 3-5 met this reading level. When looking at Acadience Data for grades K-2, students in grades K-1 are showing improvement on meeting domain benchmarks as compared to 2022. For example:

Nonsense Word Fluency -
 Kindergarten - 2022 = 71% and 2023 = 82%.
 1st grade - 2022 = 71% and 2023 = 73%

	<p>However, second grade is not showing the same growth. On all tested domains in second grade student percentages that met benchmark levels decreased. While this can not be a beginning of year to end of year comparison because of the addition of skills as the year progresses, it is concerning that kindergarten nor first grade show this same pattern for student achievement.</p> <p><u>Middle School Level Formative Assessment Data:</u> BEACON data indicates that for ELA, Writing and Conventions of Standard English are weak domains for grade levels 5-8. While for math, 6th and 7th grade are weaker in Number Quantity and 8th grade is weaker in Geometry.</p> <p><u>High School Level Formative Assessment Data:</u> Laurens County Schools implemented a set of district wide formative assessments in all EOC tested subjects during the 2022-23 school year. While this data is new to the district and is still being analyzed for effectiveness at informing instruction, a few data points stood out.</p> <p>Algebra I - Domain data indicate that the standards of Seeing Structure in Expressions and Interpreting Categorical and Quantitative Data score lower than other assessed data.</p> <p>Biology - Domain data indicate that the standard for Classification scores lower than other standards.</p> <p>US History - Domain data indicate that the standards for Establishment as a World Power and Post-WWII to Present score lower than other assessed data</p> <p>American Literature - The American Literature formative assessment is a writing assessment. Data, in the form of feedback comments, indicate that students need to attend to the question more closely, develop their response more clearly and completely, and avoid using run-on sentences, sentence fragments and errors in usage on the narrative writing genre. For the Informational and Argumentative genre of writing, students need to fully answer the question, include relevant details from both passages and addressed counterarguments, and clarify longer sentences to make sure the sentence makes sense.</p>
What demographic data did you use?	<p>CCRPI Governor's Office of Student Achievement State Report Card Local Financial Records Local Student Information System (ASPEN) Discipline Records</p>
What does the demographic data tell you?	<p>Although Laurens County per pupil expenditure is lower than the state average, we continue to utilize funds to reduce class size and to provide instructional support that are needed for both teachers and leaders.</p> <p>Demographic data indicates that we have a growing number and Hispanic students. Specifically the LCSS's ESOL population is growing. This growth rate is due to new foreign owned industry coming to Laurens County.</p> <p>Enrollment data also shows a decline in the general enrollment counts of the school system during the last three years but enrollment did increase slightly in</p>

	<p>FY23. This will affect FTE and funding sources in the future.</p> <p>One area of concern is the dropout rate for Laurens County School System (LCSS). In 2022, the drop out rate more than doubled as compared to 2021, going from 1.4% to 3.3%. The subgroups of white and male saw the largest increase in dropout rate. While this is still in line with State dropout rates, it is a concern for LCSS. This could be a result of a higher retention rate by the district, going from 2.5% in 2019 to 3.6% in 2023 at the middle/high school level.</p> <p>Another area of concern for LCSS is the increase and disproportionality of discipline in subgroup populations. In the 2022-23 school year, the percentage of the black male subgroup that had discipline referrals in the district was significantly higher than the percentage of black male students in the district. Most of the referrals for this subgroup were minor violations such as tardies, dress code or in class disruption, however this is a major concern for the district and more analysis is warranted.</p> <p>A final concern that was shown in the district's demographic data was the number of student with ADHD and the number of Hispanic students being referred for the MTSS process and SpED testing. Approximately 65% of initial referrals for testing to SpED in 2022-23 were students with medical diagnosis, and the majority of these students had the diagnosis of ADHD. This data aligns with the School Based Mental Health Counselor data for crisis contacts in that Anxiety, Emotional Behavior, and Aggression/Anger where the top reasons that they counseled/worked with students for the 2022-23 school year. All three of these symptoms are prevalent in students with ADD/ADHD. Additionally, the district is disproportional for identification of significant learning disability in the Hispanic subgroup population for the 2022-23 school year. The current risk ratio for the Hispanic population in LCSS in FY23 is 3.1454.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>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?</p>	<p>Trends and patterns observed by the team include proficiency and a strong capacity in aligning instruction and assessments, communicating common expectations, and improving student learning. The following district processes have attributed to the school district's operational status for these standards: SystemWide Alignment Team, District Curriculum Plan, Common Assessments, District Designed Weekly PLCs at every school, Consistency and Accountability with the RTI/MTSS process, We Believe Documents, District Led Professional Learning Groups such as Aspiring Leaders, Instructional Coach Institute, and the Principal Development Program. Even though great strides have been made with meeting these standards, the team also observed and acknowledges that the Laurens County School District has recently become operational in meeting these standards and has a great amount of room still to grow within the operational performance.</p> <p>Although in past years Lexile scores are on an increase for LCSS students, the team does not feel that a trend has been established because of the disruption of learning during COVID. As a result, the goal of increasing Lexiles scores will continue to be part of the district plan. Action steps include professional development for teachers and leaders, utilizing the BEACON, IXL, Reading Inventory and DIBLE assessments to monitor students' Lexile growth throughout the year, Lexiling Media Centers, and incorporating more social studies, science, and nonfiction reading into ELA instruction.</p> <p>Previous efforts have been placed upon establishing district wide expectations with all facets of curriculum including instructing to the level and expectations of the Georgia Standards of Excellence, aligning instructional activities and assessments, and the development of common assessments. The Laurens County School System will continue to place effort upon evaluating these and other implementation initiatives with curriculum, instruction, and assessments. The guidance and support are more operational, while evaluation is more emerging. The Laurens County School District is currently building the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>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?</p>	<p>Through district level and school level leadership meetings, Laurens County School System sets the expectation that instruction is consistent throughout the district. "We Believe" documents and district-endorsed PLC's reflect that instructional practices and student learning are at the core of school improvement. Additionally, district designed curriculum maps/pacing guides with common assessments are being developed for all grade levels in ELA and Math.</p> <p>Developing leadership across the district has also been a focus for Laurens County Schools over the last few years. The Aspiring Leaders group has been organized, and each year begins a new cohort. All assistant principals have the opportunity to become a part of the Principal Development Program and all Instructional Coaches participate in monthly district led instructional meetings. Finally, all principals and directors participate in monthly professional leadership development. All programs have been created based on school and district level data.</p>
<p>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?</p>	<p>Professional development continues to be paramount in the retention of new teachers and leaders. Continued mentoring programs, structured staffing and scheduling to provide time for teachers to plan and collaborate is critical to allow teachers to grow professionally while maintaining a personal/professional balance. Continued Professional Learning Communities focused on collaborative planning and are aligned to district/school goals are also part of the district's PL Plan. This is paramount to ensure fidelity for the implementation and monitoring of the curriculum for the purpose of improved student outcomes. Mentoring new staff members (including leaders) is critical. Providing ongoing support to teachers via Instructional Coaches is needed as well as job-embedded research based professional learning/practices for both teachers and administrators.</p>
<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>Based on the Spring 2023 parent survey, a large portion of parents believe the LCSS engages the parents and community in an productive manner. Stakeholders tend to be more actively involved when meetings are geared toward student recognition or nonacademic events. Although LCSS encourages stakeholder involvement, participation in school improvement, leadership, and collaboration for student success is less frequent. Additional steps should be taken to increase the number of stakeholders participating in parental involvement meetings.</p>

Strengths and Challenges Based on Trends and Patterns

<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>LCSS has strong procedures in place for maintaining the safety and well-being of students and staff. Processes such as MTSS, SST, ASPIRE, and 45-day report outs have proven effective in the continued incorporation of consistent accountability for monitoring systems of supports. Based on surveys and data, behavior problems are perceived as an issue and will be addressed through the PBIS process. Stakeholder engagement is strong although more involvement in decision making and leadership is needed. School resources are improving but teachers and students feel continued improvement is needed. More student centered activities versus teacher centered, differentiation and small group instruction are needed in classroom. Unfortunately the use of technology in student-centered activities has become unbalanced and more emphasis will be placed on traditional teaching methods in the coming year. The use of relevant data to utilize differentiated instruction for all students is another area of professional development for schools. The use of Professional Learning Communities weekly, the continued addition of instructional coaches, and the provision of lesson plan feedback have proven to be important supports for classroom teachers.</p> <p>LCSS also recognizes the the mental health of our students is important to their over all well being. Therefore, LCSS has expanded its counseling program to include 3 school based mental health counselors. These counselors work within the schools and specifically help students in crisis. The district has seen a steady increase in student crisis situations following the return to school after COVID shut downs. Having these mental health professionals in the schools to help students and families has made a positive impact that we hope to continue.</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>Although Laurens County per pupil expenditure is lower than the state average, we continue to utilize funds to reduce class size and to provide instructional support that is needed to both teachers and leaders. Demographic data indicates that we have a growing number of Black, Migrant and Hispanic students. Data also shows that the current enrollment trend was decreasing, however, enrollment rose in FY23 but not to previous levels. This may impact funding and other aspects of the system in the coming years. Data also indicates there is a disproportionality in the number if Hispanic students being identified as SpED and the number of black subgroup students having office referrals. Laurens County is actively investigating root causes for these two issues and is working toward a plan to correct these disproportionalities.</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>The district has implemented several progress monitoring programs for the district to make sure that students are achieving at the expected rate in ELA and Math. The district has also implemented a series of common assessments at the high school level to monitor student achievement on EOC assessed course standards. Both of these initiatives have shown positive results in providing data to adjust curriculum and increase student achievement. However, all of the Milestone results continue to show gaps between our</p>

Strengths and Challenges Based on Trends and Patterns

	<p>regular education and special education students, as well as, a gap between the subgroups and the regular student population. Also, all Milestone results show a high percentage of EL students are continuing to function below grade level in reading. Another area of concern is the EOC American Literature scores. Further data analysis shows that reading domains are a low area for this assessment. This conclusion would also be in line with the lack of trend in Lexile growth for American Lit students. The district is making this a priority and is delving into the root cause of this data.</p> <p>These trends indicate need for continued monitoring of planning and instruction as well as data driven decision-making for curriculum and teaching and a continued focus on our subgroups and SpEd populations. A focus on literacy in all grade levels and subject areas will continue to be an initiative for the district.</p>
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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>SWD are benefiting from the system-wide implementation of PBIS. The positive behavior supports are assisting these students with appropriate behaviors across all settings. The District's use of Go-IEP is beneficial in helping the District with general supervision and identifying areas of concern. The District's use of a lead school psychologist is strengthening the evaluation/eligibility process. The District is actively training more teachers and paraprofessionals in applied behavior analysis in multiple schools.</p>
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Challenges	<p>Access to specialized instruction and access to effective instruction: The District has a large turnover rate of special education teachers. This has a tremendous impact on the special education department. Many special education teachers request to move to regular education as openings arise. The cycle of training/supporting new special education teachers is challenging. The District frequently uses the class size waiver that results in 10 or more SWD in some classes. Additionally, teachers of pullout classes throughout the District often have to teach multiple subjects to students from multiple grade levels at the same time. Inconsistent co-teaching practices throughout the District are also barriers to SWD having access to the general curriculum. Some co-teachers were often absent or late to co-teaching classes. The use of</p>
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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.

	ISS/OSS is another barrier that inhibits students from having access to effective and specialized instruction. The ISS/OSS barrier not only impacts SWD, it impacts all students.
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<p>Instructional coaches and administrators facilitate job-embedded PLC's for teachers that are data-based and focus on areas of need;</p> <p>Improved access to student technology in the classrooms. Laurens County is currently a 1:1 school system</p> <p>Development and implementation of the MTSS program to serve all students at Tier II and Tier III on an ongoing weekly schedule.</p> <p>Addition of research based intervention programs utilized by the school instructional interventionist help to identify struggling, below grade level students.</p> <p>All elementary schools have implemented remediation blocks (WIN periods) to address the needs of students without pulling them from academic and non-academic classes, such as STEAM, PE and Art.</p>
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Challenges	<p>Meeting state expectations in ELA on the Georgia Milestone Assessment</p> <p>Meeting state expectations in reading and writing on the Georgia Milestone Assessment</p> <p>Closing the achievement gap between all subgroups and the overall population</p>
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Title I, Part A - Foster Care

Strengths	Ensuring immediate enrollment, coordination to provide temporary transportation services from school of origin (if needed), access to supplemental academic programs.
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Title I, Part A - Foster Care

Challenges	Identification of foster care students and coordination with Department of Family and Children Services
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Title I, Part A - Parent and Family Engagement

Strengths	<p>Parent/Family meetings to provide parents/families with information to aid them in supporting the academic success of their students.</p> <p>Increased use of electronic platforms, such as Remind and Facebook, to maintain communication with parents and families.</p> <p>Coordination and consistency across schools to provide support for parents and families.</p> <p>Development of online training videos in which parents and community members can participate.</p> <p>Development of quarterly parent academic packets in grades K-5 to help supplement Math and Reading skills</p> <p>Development of a Google Classroom parent page with academic links and resources to support parents in helping their students achieve.</p>
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Challenges	<p>Providing transportation or child care services for parents to attend parent school meetings;</p> <p>Involvement of parents in leadership positions such as governance boards and for input on school improvement.</p> <p>Communication with parents of special populations such as migrant and ESL.</p>
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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	<p>Scheduling tutoring services for migrant students has allowed more time for the Migrant Support Services Coordinator to work with individual students.</p> <p>Results from the Migrant Parents Survey shows parents believe the system cares about their children and provides a safe and nurturing environment. The process of identifying migrant students and the time between enrolling of students and services being provided has strengthened. Laurens County School system identifies the needs of current K-12 migrant participants by routinely monitoring PFS students, progress and report cards for all migrant students, teacher and parent conferences and progress monitoring PFS students with pre/post benchmarks. The needs of the migrant students will be met through</p>
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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.)

	the use of MSSP staff utilizing either a push-in or a pull-out model, depending on the need of the student. Services for Migrant students will be assessed through growth on district benchmarks, GMAS scores, Lexile growth scores, and academic achievement in regular classes.
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Challenges	The subgroup gap in ELA for the migrant student population is a prevailing challenge for Laurens County school system. These students tend to perform below the grade level average in reading and writing. As such, Laurens County Schools has made these academic areas a priority for all migrant students. Another challenge for Laurens County Schools is communication between parents and the school. Communication with parents of the Migrant students continue to be an concern for schools, teachers and parents. Laurens County will work to provide parent information in the home language and find interpreters where needed. It is the goal of Laurens County Schools that all parents feel welcomed and understand their student's educational process.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	Coordination between The Lillie Home, a residential neglect facility, and The Laurens County Schools is strong and the relationship is in good standing. There is a strong enrollment procedure in place to get these students enrolled in our district and into classes in a timely manner.
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Challenges	Tracking students academic progress is a challenge for the system. These students are so transient and are often only with the district for a few months if not weeks.
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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	<p>Instructional Coach providing job-embedded professional learning for teachers.</p> <p>Providing support for new teachers through teacher mentors.</p> <p>Weekly focused professional learning communities that are data driven.</p>
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Challenges	<p>Retaining effective teachers and administrators.</p> <p>Providing effective and relevant teacher and leader training to improve the academic success of students.</p>
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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	<p>LCSS has a dedicated team of eight ESOL endorsed teachers who serve our ever growing English Learner population. These teachers provide focused instruction to students with limited English proficiency as well as support to content area teachers with English Learners in their classrooms. ESOL program teachers receive monthly professional development opportunities based on needs assessments in order to grow their knowledge of research based practices and also have the opportunity to attend workshops that support district initiatives such as collaborative ESOL support and data driven assessment for ESOL teachers. Our district leadership has a clear understanding of the needs of English Learners and how to best serve this subgroup of students. Materials and technology are provided to teachers as well as students in order to best meet the language and content needs of our English Learners. Schools are always working to place an emphasis on fostering culturally responsive classrooms and overall climates. A three year data analysis shows that English Learners are making strides toward English proficiency on ACCESS testing through positive movements in proficiency levels as well as the positive growth on English Language Arts section on GMAS with gains in students moving toward level 2. Recently, through an EL tracking program, LCSS was able to more easily identify those students that are</p>
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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.

	not making sufficient gains. These students will be targeted for supplemental services at the beginning of the FY24 school year. The district is making purposeful strides to support English Learner families with planned ESOL quarterly parent newsletters to strengthen parent capacity with a focus on literacy through the content areas.
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Challenges	LCSS serves students who speak multiple languages from a variety of countries. Many of these students have experienced interrupted schooling. The diverse student needs over a range of proficiency levels paired with the limited English proficiency of parents as well as literacy needs in the native language hinders the parents' ability to participate fully in the educational process. Severe poverty levels of Spanish speaking English Learner families throughout the district, paired with parents who also have no or a very limited educational background hinders student growth. Students have little academic support at home to reinforce concepts taught during the day at school in the home environment. These families also tend to have inadequate transportation available after school hours. In the classroom, the lack of content teachers who are also ESOL endorsed district wide is a weakness. Providing effective and relevant teacher training to content teachers to improve the academic success of English Learners is an area of challenge.
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	Counselors' and Social Workers' familiarity with outside agencies for referring parents and families in need.
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Challenges	Identification of students, mobility of homeless students, access to parents
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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	Transfer 100% of FY24 Title IV, Part A
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Challenges	Transfer 100% of FY24 Title IV, Part A
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Title I, Part A - Equitable Access to Effective Educators

Strengths	<p>Laurens County uses heterogeneous grouping of students in middle and elementary schools. Classes are balanced based on race/gender/and academic ability. This help ensure all students have access to effective educators. Laurens County enacted new hiring protocols in FY17, Jobs are posted to the district job board for 10 days. A rubric is used to screen potential candidate .</p> <p>Qualifying candidates are selected for the interview process. An interview panel is formed and may consist of of teachers, administrators, and other required staff. The interview panel ask a set of questions of all interviewees. An interview rubric is developed for the position is scored. The panel makes a decision on the best qualified candidate. This help assure the system is hiring the best qualified staff members.</p>
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Challenges	Recruitment of high school academic area certified teachers is still a challenge for Laurens County.
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Title V, Part B - Rural Education

Strengths	<p>The Rural Education grant provides an opportunity to help fund district wide instructional initiatives. This grant helps fund the formative assessments for grades K-8. These assessments provide invaluable data to teachers to strengthen academic performance of students.</p> <p>The grant also supplements instructional supplies and technology for non-Title I as well as Title I designated schools.</p> <p>Stipends and registration cost for teachers seeking additional endorsement and content specific professional development are also funded with this grant.</p> <p>This funding allows the district to provide more advance content/gifted education classes for eligible students.</p>
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Title V, Part B - Rural Education

Challenges	Not knowing from year to year if we are going to receive the Rural Education grant causes a delay in planning for using the grant money.
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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	To Increase number of students reading on grade level based on Lexiles
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	Special attention should be given to supporting writing across the curriculum.
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Overarching Need # 2

Overarching Need	Increase percentage of students scoring at proficient and distinguished levels on all math GMAS.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Elementary grades should concentrate more on number literacy rather than drill and skill. Also alignment of new math standards district wide should be a priority.
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Overarching Need # 3

Overarching Need # 3

Overarching Need	Close achievement gaps for subgroups.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Special attention should be paid to literacy at all grade levels.
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Overarching Need # 4

Overarching Need	Increase and/or maintain school climate ratings at each school.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	Attention should be paid to disciplinary processes, training for teachers on SEL techniques, and preventative measures for discipline at the Tier I level.
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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 - To Increase number of students reading on grade level based on Lexiles

Root Cause # 1

Root Causes to be Addressed	A systematic literacy plan that includes phonemic awareness at the lower grade levels and writing skills at all grade levels has been implemented but literacy walk throughs need to occur to ensure that consistent deliver of the literacy plan is being fully implemented.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Data analysis by teachers of formative assessments needs to occur at regular intervals for the purpose of adjusting instruction to meet the needs of the students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program

Root Cause # 2

Impacted Programs	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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :
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Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Wide variance of literacy instructional practices of teachers within the district makes it hard to shift literacy practices.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Inconsistent usage of district or state curriculum maps across all grade levels and academic subject areas to address content rigor and intent of the standard.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Root Cause # 4

Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students
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Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	Inconsistent school level implementation or literacy strategies in all academic areas to address literacy skills in all grade levels.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 6

Root Causes to be Addressed	Inconsistent use of district and state level formative assessment data and screeners to be used to identify struggling students early in the school year to provide interventions at the Tier 1 and 2 level as soon as possible at all grade levels.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Overarching Need - Increase percentage of students scoring at proficient and distinguished levels on all math GMAS.

Root Cause # 1

Root Causes to be Addressed	Inconsistent usage of district/state curriculum maps across all grade levels and academic subject areas to address the rigor and intent of the standards.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Inconsistent school level implementation of math numeracy strategies to address learning loss at the elementary grade levels.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Inconsistent use of district and state level formative assessment data and screeners to be used to identify struggling students early in the school year to provide interventions at the Tier 1 and 2 level as soon as possible at all grade levels.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - Close achievement gaps for subgroups.

Root Cause # 1

Root Causes to be Addressed	School level staff often have lower expectations and provide a lack of rigor for underachieving subgroups.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Staff often have a minimum understanding best practices that benefit underachieving subgroup populations.
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 C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Processes, supports and strategies need to be in place to support teachers in the helping underachieving subgroups succeed.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - Increase and/or maintain school climate ratings at each school.

Root Cause # 1

Root Causes to be Addressed	The increase in social and emotional needs of students have impacted school climate as well as school achievement. Students need to instruction on SEL self-care practices such as anger management and emotional control.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Consistency in the PBIS/MTSS behavior ODR process and why/when students should receive office disciplinary referrals needs to be revised and reestablished through out the district.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Root Cause # 2

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	District and school staff need additional support and training on dealing with student behavior in the form of SEL training and establishing classroom management practices such as routines and rituals.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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District Improvement Plan 2023 - 2024



Laurens County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Laurens County
Team Lead	Julie Dyar
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A Parent and Family Engagement set-aside Title III, Part A, EL Title V, Part B
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:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

Transfer Title IV, Part A to:	Title V, Part B
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

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

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	To Increase number of students reading on grade level based on Lexiles
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	A systematic literacy plan that includes phonemic awareness at the lower grade levels and writing skills at all grade levels has been implemented but literacy walk throughs need to occur to ensure that consistent deliver of the literacy plan is being fully implemented.
Root Cause # 2	Inconsistent school level implementation or literacy strategies in all academic areas to address literacy skills in all grade levels.
Root Cause # 3	Inconsistent usage of district or state curriculum maps across all grade levels and academic subject areas to address content rigor and intent of the standard.
Root Cause # 4	Inconsistent use of district and state level formative assessment data and screeners to be used to identify struggling students early in the school year to provide interventions at the Tier 1 and 2 level as soon as possible at all grade levels.
Root Cause # 5	Data analysis by teachers of formative assessments needs to occur at regular intervals for the purpose of adjusting instruction to meet the needs of the students.
Root Cause # 6	Wide variance of literacy instructional practices of teachers within the district makes it hard to shift literacy practices.
Goal	Increase percentage of students reading on grade level based on Reading Inventory Lexile levels from the 2023-2024 beginning of the school year data so that at least 75% of students are considered proficient at the end of the 2023-2024 school year.

Equity Gap

Equity Gap	Lexile identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6

Equity Gap

Grade Level Span(s)	7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Continue to utilize intervention specialists to provide Tier 2 and 3 interventions in all primary, elementary and middle schools.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Employment Records, Title Budgets. Class Schedules
Method for Monitoring Effectiveness	Results of progress monitoring data and GMAS results for targeted students.
Position/Role Responsible	Fed Programs Director, Principals
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Others : Aug 2023 - May 2024
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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 # 2

Action Step	Continue to implement a consistent district-wide MTSS process that includes universal screen-ers and progress monitoring tools by providing training and support to all schools.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Student Progress monitoring, District Wide Process Plan
Method for Monitoring Effectiveness	Analysis of EOG and EOC FY24 scores to compare to trend data looking for improvements in students scores.
Position/Role Responsible	School Principals, District MTSS Coordinator, School level MTSS Coordinators
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Others : Aug 2023 - May 2024
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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 # 3

Action Step	Continue to provide instructional coaches to all schools in the district.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC Sign-In Sheets, Employment records
Method for Monitoring Effectiveness	Analysis of EOC and EOG FY24 scores and growth scores to compare to the trend data looking for improvements in students scores. Also, academic coaches observations and conferences during the year.
Position/Role Responsible	Federal Programs Director, School Principals

Action Step # 3

Evidence Based Indicator	Strong
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Timeline for Implementation	Others : Aug 2023 - May 2024
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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 # 4

Action Step	Continue to implement Reading Inventory for all students in Grades 3-12 and and Acadience for Grades K-2. K-8 students screened 3 times per year and 9-12 students screened 2 times per year.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Quarterly reports, Yearly Report in May FY24.

Action Step # 4

Method for Monitoring Effectiveness	Analysis of EOG/EOC FY24 scores and growth scores of compare to trend data looking for improvements in students scores. Analysis of Reading Inventory and DIBLES progress monitoring results during the year.
Position/Role Responsible	School Administration, Instructional Coaches, Interventionist
Evidence Based Indicator	Strong

Timeline for Implementation Others : Aug 2023- May 2024

Does this action step support the selected equity intervention? No

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

Action Step # 5

Action Step	Utilize Class Size Reduction where appropriate
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 5

Systems	Coherent Instruction
Method for Monitoring Implementation	Master Schedules
Method for Monitoring Effectiveness	Milestone Reports analysis in Spring of FY24 to compare to trend data looking for improvements in students scores.
Position/Role Responsible	Federal Programs Director, School Principals
Evidence Based Indicator	Strong

Timeline for Implementation Others : Aug 2023 - May 2024

Does this action step support the selected equity intervention? No

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

Action Step # 6

Action Step	Ensure quality instruction in all classrooms by providing coherent systematic instructional materials and training to ensure that Tier I support is consistently implemented in all academic areas grades K-12.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 6

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Formal Walk-throughs, administrative observations using TKES, PLC Agendas
Method for Monitoring Effectiveness	Analysis of FY24 EOG/EOC scores to compare to trend data looking for improvements in students scores.
Position/Role Responsible	Principals, District Curriculum 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)?	Laurens County Community Literacy Task Force, Heart of Georgia RESA
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Action Step # 7

Action Step # 7

Action Step	Provide Professional Learning opportunities to reinforce literacy and content strategies and provide resources for all students
Funding Sources	Title I, Part A Title III, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	PL Agendas, Sign-in Sheets, PL Artifacts
Method for Monitoring Effectiveness	Analysis of formative and summative assessments to compare to previous data looking for trends and patterns. Also, PL evaluations of trainings
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	Strong

Timeline for Implementation Others : Aug 2023 - May 2024

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)?	Heart of Georgia RESA
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Action Step # 8

Action Step	Increase number of teachers with Gifted endorsement, ESOL endorsement, Reading endorsement, Dyslexia endorsement and GAA certification on professional certificates by providing funding for certification endorsement programs and stipends for educators at schools with a need for more of these types of teachers.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Agenda, Sign-In Sheets, PL Artifacts, Updated Teaching Certificates,
Method for Monitoring Effectiveness	Analysis of formative and summative assessments looking for trends and patterns.
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	Strong

Timeline for Implementation Others : Aug 2023 - May 2024

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	Provide technology needs to support student learning and achievement.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Implementation - Invoices, detailed expenditure reports,
Method for Monitoring Effectiveness	Data analysis, of technology needs in Spring of FY22 to compare to the past 2 years looking for trends and patterns in needs.
Position/Role Responsible	Teachers, District Technology Director
Evidence Based Indicator	Strong

Timeline for Implementation Others : Aug 2023 - May 2024

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Heart of Georgia RESA, Oconee Fall Line Technical College
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Action Step # 10

Action Step	Continue to provide interventionist at the elementary and middle school level, a district level instructional specialist, and graduation coaches at the high school level.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Monitoring Implementation - periodic certifications, schedules
Method for Monitoring Effectiveness	Monitoring Effectiveness - Analysis of EOG/EOC data for FY24 to compare to the trend data looking for improvements in students scores and graduation rates.
Position/Role Responsible	Principal/Federal Program Director
Evidence Based Indicator	Strong

Timeline for Implementation Others : Aug 2023-May 2024

Does this action step support the selected equity intervention? No

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

Action Step # 11

Action Step	Continue to implement an instructional model to support evidence-based practices in Reading which includes: expected instructional minutes, scheduling considerations, staffing considerations, and coherent framework for instructional practices.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	Monitoring Implementation: grade level class schedules, master schedules, and PL schedules and agendas
Method for Monitoring Effectiveness	Monitoring Effectiveness: Literacy walk through data, formative assessment data and FY24 GMAS scores
Position/Role Responsible	Curriculum Directors, Principals
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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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 district approved, research based interventions for literacy with accompanying professional development for effective implementation.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Implementation: Agendas and sign-in sheets for PD, classroom walk throughs, Lesson Plans
Method for Monitoring Effectiveness	Monitoring Effectiveness: Formative data analysis, FY24 EOG and EOC data analysis.
Position/Role Responsible	Curriculum Directors, MTSS coordinator, Principals
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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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase percentage of students scoring at proficient and distinguished levels on all math GMAS.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Inconsistent school level implementation of math numeracy strategies to address learning loss at the elementary grade levels.
Root Cause # 2	Inconsistent usage of district/state curriculum maps across all grade levels and academic subject areas to address the rigor and intent of the standards.
Root Cause # 3	Inconsistent use of district and state level formative assessment data and screeners to be used to identify struggling students early in the school year to provide interventions at the Tier 1 and 2 level as soon as possible at all grade levels.
Goal	<p>During FY24, increase number of students scoring on the Math GMAS at a proficient or distinguished level as compared to FY23 percentiles or higher.</p> <p>Grade 3 = 50% to 53%</p> <p>Grade 4 = 51% to 54%</p> <p>Grade 5 = 46% to 50%</p> <p>Grade 6 = 41% to 50%</p> <p>Grade 7 = 49% to 52%</p> <p>Grade 8 = 49% to 52%</p> <p>Algebra 1 = 55% to 57%</p>

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	Mathematics
Grade Level Span(s)	<p>K</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>

Equity Gap

Grade Level Span(s)	11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Continue to Implement systematic, district approved, research based interventions, including evidence based software programs and strategies, for eligible students not meeting grade level expectations.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Monitoring Implementation - Monthly progress monitoring reports, class list, lesson plans
Method for Monitoring Effectiveness	Review Biweekly student growth reports, yearly student growth reports and compare to previous reports to determine growth patterns.
Position/Role Responsible	Interventionist, Administrators
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly
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Action Step # 1

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)?	Georgia Department of Education, Heart of Georgia RESA,
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Action Step # 2

Action Step	Continue to implement system-wide guidelines to monitor classroom instruction through district training and professional development of staff.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	Formal and Informal Walk-through, Monitor Comments provided by Administrators for consistency in application of TKES
Method for Monitoring Effectiveness	Analysis of FY23 Milestone EOG and EOC data to compare to trend data looking for improvements in students scores compared to TKES evaluation scores.
Position/Role Responsible	Curriculum Director, Superintendent
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Others : Monthly Aug 2023 - May 2024
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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)?	Heart of GA RESA, GLRS
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Action Step # 3

Action Step	Provide professional learning to continue district wide alignment and utilization of district curriculum maps for all grade levels and content areas.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Monitoring Implementation - Agendas and Sign-in Sheets, curriculum maps, unit benchmarks
Method for Monitoring Effectiveness	Walk-through by principals and Academic coaches to see implementation, benchmark results, teacher comments.
Position/Role Responsible	Principals, Academic Coaches
Evidence Based Indicator	Strong

Action Step # 3

Timeline for Implementation	Others : August 2023 - June 2024
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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 # 4

Action Step	Provide professional development in evidence based Instructional strategies for struggling learners to regular education teachers, ESOL teachers, and SpEd teachers that are based on school level needs and expected outcomes.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Agendas, Sign in sheets, PL Minutes and PowerPoints,
Method for Monitoring Effectiveness	Walk-through and Evaluation of Lesson Plans. FY24 EOG and EOC test results, teacher/staff perception surveys
Position/Role Responsible	Principals, Academic Coaches
Evidence Based Indicator	Strong

Action Step # 4

Timeline for Implementation	Others : Aug 2023 - May 2024
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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)?	Heart of Georgia RESA
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Action Step # 5

Action Step	Hire district wide instructional coaches to provide support to school level instructional coaches.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Payroll, Financial documents, Periodic Certifications, Job Description
Method for Monitoring Effectiveness	FY23 Georgia Milestone analysis in ELA and Math to compare to trend data to look for improvements in students scores.
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	Strong

Action Step # 5

Timeline for Implementation	Others : Aug 2023 - May 2024
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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 # 6

Action Step	Ensure quality instruction in all classrooms by providing coherent systematic instructional materials and training to ensure that Tier I support is consistently implemented in all grades K-12.
Funding Sources	Title I, Part A Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	PLC Agendas and sign in sheets,
Method for Monitoring Effectiveness	Analysis of EOC and EOG FY24 Scores to compare trend data looking for improvements in students scores.

Action Step # 6

Position/Role Responsible	Curriculum Director/ Principals
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)?	
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Action Step # 7

Action Step	Use district wide progress monitoring assessments, such as BEACON, IXL, and Lennections, to determine student growth in the area of Math.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Assessment Calendar with progress monitoring dates, school and district level reports from each assessment

Action Step # 7

Method for Monitoring Effectiveness	Analysis of growth/student gains for each progress monitoring assessment
Position/Role Responsible	Curriculum Director/Principals/Federal Programs Director
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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	Focus mathematics instruction on teaching students to conceptualize/rationalize the math as opposed to teaching student to simply memorize the math at all elementary grade levels.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction

Action Step # 8

Method for Monitoring Implementation	PL agendas, Lesson Plans, Observations/classroom walk-throughs
Method for Monitoring Effectiveness	Formative assessment data, EOG data
Position/Role Responsible	Principals, curriculum director
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

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	Continue the implement of an instructional framework to utilize targeted, small group instruction and balance direct instruction with technology enhanced instruction in all classrooms
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 9

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	TKES evaluations, classroom observations/walk throughs, Lesson Plans
Method for Monitoring Effectiveness	Analysis of EOC and EOG FY24 Scores to compare trend data looking for improvements in students scores. District Wide Formative assessment data
Position/Role Responsible	Curriculum Directors, Principals
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

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

3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Close achievement gaps for subgroups.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	School level staff often have lower expectations and provide a lack of rigor for underachieving subgroups.
Root Cause # 2	Staff often have a minimum understanding best practices that benefit underachieving subgroup populations.
Root Cause # 3	Processes, supports and strategies need to be in place to support teachers in the helping underachieving subgroups succeed.
Goal	Increase FY24 percentage of all subgroup populations scoring at the proficient level on GMAS ELA and Math Assessments by 3% over FY23 scores.

Action Step # 1

Action Step	Provide professional development in Co-Teaching strategies for Regular and SpEd teachers as Co-teaching teams, especially for those that are new Co-teaching teams or are not showing expected student growth.
Funding Sources	Title V, Part B
Subgroups	Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Sign in sheets, Agendas, PowerPoints,
Method for Monitoring Effectiveness	Analysis of EOG and EOC FY24 ELA and Math Scores to compare to trend data, looking for improvements in students scores.
Position/Role Responsible	Special Education Director, Curriculum Directors
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Action Step # 1

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 # 2

Action Step	Provide instructional support programs and PL opportunities for all ESL teachers and regular education teachers who serve ESOL students.
Funding Sources	Title I, Part A Title III, Part A Title V, Part B
Subgroups	English Learners
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PL sign in sheets, teacher surveys, PL agendas, Conference registrations
Method for Monitoring Effectiveness	ACCESS score analysis for student growth
Position/Role Responsible	Title III coordinator, Federal Program Director
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Yearly
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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)?	WIDA, Heart of Georgia RESA, Georgia Department of Education
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Action Step # 3

Action Step	Provide professional development in high leverage practices for teachers and staff of subgroup populations such as ED, SWD, ELL and Migrant.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL sign in sheets, PL agendas, teacher PL evaluations
Method for Monitoring Effectiveness	Analysis of GMAS subgroup data for FY24 EOG and EOC to determine student achievement growth.

Action Step # 3

Position/Role Responsible	Director of SPED, Curriculum director, Instructional Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

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)?	WIDA, Heart of Georgia RESA, Georgia Department of Education
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Action Step # 4

Action Step	Provide supplemental support through push-in/pull-out ESL teaching staff and appropriate academic software.
Funding Sources	Title III, Part A
Subgroups	English Learners
Systems	Coherent Instruction
Method for Monitoring Implementation	Monitoring Implementation: ESOL Lesson Plans, Student schedules,
Method for Monitoring Effectiveness	Monitoring Effectiveness: Analysis of ELL ACCESS scores for FY24 to compare trend data looking for improvements in student scores.
Position/Role Responsible	ESOL teachers, ESOL Coordinator, Principals
Evidence Based Indicator	Strong

Action Step # 4

Timeline for Implementation	Yearly
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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 # 5

Action Step	Provide a Migrant SSP that provides in-class support, tutoring, and extra assistance for identified migrant students.
Funding Sources	Title I, Part C
Subgroups	Migrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Implementation: Lesson Plans, MSSP weekly schedule, Financial Statements
Method for Monitoring Effectiveness	Monitoring Effectiveness: Analysis of district formative assessments. Use of Migrant Program Benchmarks to determine student growth. Analysis of EOG and EOC data to compare trends in student growth.
Position/Role Responsible	Migrant Coordinator, Federal Programs Director
Evidence Based Indicator	Strong

Action Step # 5

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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3. DISTRICT IMPROVEMENT GOALS

3.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase and/or maintain school climate ratings at each school.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Consistency in the PBIS/MTSS behavior ODR process and why/when students should receive office disciplinary referrals needs to be revised and reestablished through out the district.
Root Cause # 2	District and school staff need additional support and training on dealing with student behavior in the form of SEL training and establishing classroom management practices such as routines and rituals.
Root Cause # 3	The increase in social and emotional needs of students have impacted school climate as well as school achievement. Students need to instruction on SEL self-care practices such as anger management and emotional control.
Goal	Increase or maintain school climate ratings at each school by utilizing support resources available.

Action Step # 1

Action Step	Revise and re-implement a consistent behavior PBIS/MTSS process and resources for intervention at all schools. This will include training of staff for consistent implementation of the process through out the district.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	MTSS program guide, meeting agendas and sign in sheets,
Method for Monitoring Effectiveness	Analysis of discipline data for all schools, student perception data,
Position/Role Responsible	district MTSS coordinator, School level MTSS coordinators,
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Yearly
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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)?	Heart of Georgia RESA
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Action Step # 2

Action Step	Provide a district-wide Family and Community Coordinator
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Payroll, Monthly Financial Statements
Method for Monitoring Effectiveness	Parent perception data, student perception data
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Yearly
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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 # 3

Action Step	Hold academically focused family events at all schools
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Flyers, Agendas, Sign In sheets for parent events.
Method for Monitoring Effectiveness	Parent perception surveys

Action Step # 3

Position/Role Responsible	Federal Programs Director, School Level Instructional Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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	Provide school based mental health counselors at all grade levels.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Payroll, Financial Statements

Action Step # 4

Method for Monitoring Effectiveness	Parent and Student perception survey data.
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

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)?	Community Mental Health of Laurens County
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Action Step # 5

Action Step	Provide professional development and instructional materials district wide to enhance and further develop Social Emotional Learning programs, de-escalation strategies and school culture.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 5

Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Training Agendas, Sign in sheets,
Method for Monitoring Effectiveness	Parent and Student Survey Perception data, Training effectiveness surveys
Position/Role Responsible	Federal Programs Director, District MTSS Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

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

Action Step	Enhance Tier 1 interventions by incorporating social and emotional learning instruction for students K-2
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 6

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Monitoring Implementation: lesson plans and time line of lessons
Method for Monitoring Effectiveness	Monitoring Effectiveness: Analysis of at-risk behaviors and incidents by students.
Position/Role Responsible	MTSS Coordinator, School based mental health counselors
Evidence Based Indicator	Moderate

Timeline for Implementation	Monthly
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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 # 7

Action Step # 7

Action Step	Monitor and analyze discipline subgroup trends to help decrease the number of discipline referrals in all grade levels and determine root causes for increases in discipline.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Data records for quarterly discipline analysis, SIS discipline information.
Method for Monitoring Effectiveness	Analysis of at risk-indicators for subgroups at all grade levels.
Position/Role Responsible	MTSS Coordinator, Instructional Coaches, School Level Counselors, Principals
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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)?

4. REQUIRED QUESTIONS

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

Required Questions

Coordination of Activities

<p>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>	<p>The Annual Spring Stakeholders Meeting is used to share the district's activities and seek advice on how to improve. This meeting is advertised in several ways to reach all stakeholders. Prior to the meeting, stakeholders complete surveys and on the night of the meeting have face-to-face discussions with school and district personnel regarding activities to prepare, train, and recruit high quality teachers and principals. Stakeholders are provided feedback forms to complete and submit during and after the meeting. Also, the district has an ongoing feedback platform for continuous feedback from stakeholders. The District Improvement Plan is developed from this needs assessment data.</p> <p>Laurens County Schools continuously coordinates professional learning activities among all Federal, State and Local programs. Professional development, teacher retention efforts, and student achievement are collaborative efforts within the district. Each school receives PD funds through local and state funding to address specific needs within their schools. Federal grants provide funds for more extensive PD and certification programs for our staff. Through collaboration and coordination, all programs within the district identify areas of need and growth and then create a collaborative plan to address those items as a team. District leaders meet monthly to review data and assess district goals. Laurens County Schools also has a strong and ongoing relationship with the local RESA - Heart of Georgia RESA, the Laurens County Literacy Task Force, local industry, the Department of Family and Children's Services, the Laurens County Recreation Department, and the South Central Health District. These community partnerships help to strengthen the district's already strong commitment to its community, parents, and stakeholders.</p> <p>The Federal Programs Director is responsible for Federal Grants, Federal Programs, Assessment, and supervises the Homeless and Foster Care Liaison which makes for easy coordination of timelines, needs, professional learning requests, budgets and programming. The district is actively involved in community relations. Our Social Workers conduct quarterly parent cafes, The Literacy Committee partners with community members to promote reading and literacy. ESOL and Migrant staff hold regularly scheduled meetings and provide ESL parent newsletters.</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>It is the Laurens County School System's policy to ensure equitable access to and participation in its programs by all students regardless of their minority, income, or special needs status. Class sizes for all programs are determined by the number of students enrolled in each program and the waiver for maximum class size. Students are equally divided among teachers in each program. TKES is implemented with fidelity to address the effectiveness of teachers. Professional learning opportunities are provided based on the individual and school needs. Our desire is to hire certified professionally qualified teachers. However, when that is not possible, professional learning is provided to prepare these teachers to become certified in their teaching position. Inexperienced teachers and administrators are provided with an induction program and job-embedded professional learning. Mentoring support is provided to ensure equitable access to an excellent education for all students. In all schools, every effort is made to ensure that students who have inexperienced, out of field, or ineffective teachers do not have these types of educators the following years.</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>Laurens County has a systematic plan for providing professional growth opportunities that will meet the needs of our staff and students and will match the goals of our District Improvement Plan. Staff members must complete Professional Learning Plans or Professional Learning Goals in the Fall. These plans include personal and school/district professional learning needs. Data from the CCRPI, GMAS, and district formative assessments are also used to determine the professional learning needs. In addition to achievement data, Laurens County used local perception surveys to determine teacher needs and PL effectiveness.</p> <p>Part of Laurens County's systematic plan for providing professional growth opportunities is our district level Professional Learning Communities (PLCs) LCSS has developed PLCs for the majority of our specialized groups throughout the district. Examples of PLC groups include Principals, Assistant Principals, Instructional Coaches, Counselors, Media Specialist, ESOL teachers and Rising Leaders. Monthly PLCs for each group are developed during the summer. Agendas and topics for these PLC groups are based on needs assessments and perception surveys, however, training is always tied back to district improvement goals.</p> <p>System and school level personnel compose the District Professional Learning Committee. Student needs are reviewed regularly to ensure that professional learning matches these needs. Goals in the District Improvement Plan are also determined from the needs seen by the data. Professional learning is provided as action steps to meet these goals.</p> <p>Professional learning is provided through HGRESA, through individual consultants, and/or through in-house facilitators. HGRESA provides evidence-based professional learning. Laurens County's Instructional</p>
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Professional Growth Systems

	<p>Coaches and Assistant Principals of Instruction will be responsible for ensuring that in-house and job-embedded professional learning processes are evidence-based by researching sites such as What Works Clearinghouse. Where appropriate and feasible, administrators and/or staff members will be given the opportunity to redeliver strategies learned through trainings or experience to the other schools' staff during common planning times and/or faculty meetings. This will build their leadership capacity as well as be a way to utilize resources efficiently. Strategies will include: creating a bank of unit plans that are continually being developed among staff within and collaboratively among other schools, improving classroom instruction, creating teacher websites and discussion boards for teacher collaboration and sharing of ideas, and conducting book study groups on relevant educational literature so that administrators and teachers can gain a broader view of the state of education. We allocate part of our federal funding to pay teachers stipends for attending workshops and training. The workshops and trainings attended may include AP Certification, Gifted endorsements, ESOL endorsements, and classes offered through Heart of Georgia RESA or GaDOE. All programs are evaluated through an effectiveness survey and observations of practice to determine whether and how to expand exemplary concepts throughout the school system and to determine the effectiveness on student achievement. All professional learning received by all system personnel is documented at the District Board Office.</p>
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PQ – Intent to Waive Certification

For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification? [ESSA Sec. 1112(e)(1)(B)(ii)]	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 waives certification for grades 9-12 drama class teachers. LCSS Waives certification for all alternative school content area teachers. LCSS waives certification for contracted staff grades 9-12. LCSS waives Advance Placement course certification requirements for grades 9-12. LCSS waives content certification for all SPED teachers grades K-12 LCSS waives certification for all induction level teachers grades K-12 LCSS waives gifted endorsement for all teacher of gifted grades K-12 LCSS waives certification for grades 9-12 economics teachers. LCSS waives certification for advanced JROTC 9-12 instructors.</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>Drama teachers in LCSS will hold a valid Georgia teaching certificate issued by the GaPSC in any other available field of certification. Alternative School teachers will hold a valid Georgia teaching certificate issued by the GaPSC in any academic field of certification for middle or high school. Contracted staff must hold industry certification and have 3 years job experience in the field they are teaching. Advance Placement teachers will hold a valid Georgia teaching certificate in the academic area of the AP course and gifted endorsement. SPED teachers will hold a valid Georgia teaching certification in the service area required by a student's IEP. Induction level teachers will be currently enrolled in a state approved program or passed the GACE for their certification content area or have completed all requirements except for acceptable years of experience. Induction level teachers should be actively working toward completion of PSC induction requirements. Teachers of gifted students must hold a valid Georgia teaching certificate in the academic area of the gifted course and be enrolled in an approved gifted endorsement program. Economics teachers must hold a valid GaPSC teachers certification for Grades 9-12 History or Social Studies.</p>
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PQ – Minimum Qualification

	Advanced level JROTC instructors must meet the basic requirements to instruct beginning level JROTC classes. However, all of the above must possess a clearance certificate.
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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.	Laurens County School system currently has no CSI or TSI Schools. However, if in the future LCSS has a school that falls under these designations, the LEA will work to build capacity and support the school improvement process for this school. All schools within the LEA will be involved in school improvement efforts through the work of the LEA, the RESA, and GaDOE. The LEA will work with schools to implement practices that have proven effective with improving schools. The LEA, along with the GaDOE, will establish clear expectations for personnel as they systemically support continuous improvement in all schools. Laurens County Schools will follow ESSA guidelines for the prioritizing of Federal Funds to CSI or TSI designated schools. The district will always prioritize funding to increase student achievement and provide low-income and minority students greater access to effective teachers. This prioritization of funding will be determined based on school needs and ESSA guidelines.
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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.	CTAE teachers attend GACTE conferences. CTAE-RN provide training and seminars as well as Professional Development activities sponsored by the teachers' content area professional organizations. Many of these sessions concentrate on curriculum including relevant academic standards and content alignment. Ag teachers attend the GVATA conferences and other Professional Development events. Laurens County students will complete a program of study, including the sequence of courses in one of the eight pathways they choose, incorporating secondary education and post-secondary education elements. Business and industry field trips will be coordinated so that students and teachers can understand what skills are necessary for the workplace. Laurens County receives over \$50,000 to support this program from Perkins. End of pathway assessments are given to each student that completes a pathway. Most of the Perkins money is used for travel for CTSO advisor travel for professional development and for expendable equipment in order to keep the pathway up to date on what is offered in the real world. A broad overview of various disciplines are covered in the coursework to give students a background in how problem solving and thinking skills are used in
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CTAE Coordination

	<p>these disciplines. Input from advisory council members, consisting of a broad range of business and industry representatives allows the coursework to be valid, up-to-date, and reflective of current practices in industry.</p> <p>By developing the interest of students in areas of CTAE and showing the skills necessary to work in those areas, students see the importance of the skills being taught in the connecting academic classes. In CTAE classes, students build strong writing, comprehension, calculation, problem solving, and technical skills. Reading Across the Curriculum is a component of the Foundation Skills of the program which includes studies in the core academic subjects. Modifications are made so that all learners have support to meet the requirements of the program.</p> <p>Community business owners and representatives speak to classes about the real world environment and how students will be a part of the workforce. Students participate in industry tours, job shadowing, conferences, and community service activities. Virtual job shadowing is a software program that is also used by students to learn more about jobs that may not be located in our area.</p> <p>Our work-based learning program/Youth Apprenticeship follows all guidelines as stated by the GADOE. Students participating are given the opportunity to receive credits while working in an environment related to their career pathway. All students in grades 1-5 receive career related lessons. Students learn about goals and goal setting. During these lessons, students are introduced to careers, skills needed for those careers and inventories to help students match careers best suited for their likes/dislikes. All 5th grade students are expected to complete a career portfolio.</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 Laurens County schools participate in the State PBIS initiative. We have a designated PBIS District Coordinator. Each school has a PBIS coach that organizes the PBIS meetings at each school and helps to analyze trends in discipline data. Discipline data is printed every 4 weeks and sent to all schools within our district for administrators to review rates of discipline and subgroups of students disciplined to prevent the overuse of discipline practices that remove students from the classroom. Schools have established school level PBIS teams and have school level PBIS coordinators. These school level coordinators receive regular training on PBIS strategies and research based practices.</p>
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4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>The middle school and high school counselors will visit each 8th grade homeroom to share information about transitioning to high school. They will discuss courses offered, graduation requirements and extracurricular opportunities. At the end of the 8th grade year, students will tour the high school to orient themselves to the layout of the school. The high school counselor will conduct a parent/student meeting to discuss student schedules, HOPE scholarship, graduation requirements, and school rules. The high school will hold an open house prior to the start of the school year to give students a chance to pick up their schedules and to meet their teachers. During the first week of high school, the principal will meet with students to discuss rules and behavior expectations.</p> <p>The high school counselors, along with the CTAE Director and the Youth Apprenticeship Coordinator will work to provide opportunities for students to meet with representatives from local businesses, perspective higher education schools, and/or military recruitment officers. High School students will have the opportunity to meet with local colleges during Senior Day to gain information about diploma and degree programs. Students are allowed one day during their senior year to visit the college of his/her choice in an attempt to decide about post-high school plans. Students are counseled beginning in the elementary school and continuing through middle school to high school concerning possible career options. Students have the time and resources to virtually investigate areas of interest. During high school, students will take the ASVAB to gain insight into their personal careers. During both middle and high school, students can take part in job shadowing. This first-hand experience often helps students see a job for what it really is; thus, providing an invaluable opportunity.</p> <p>Through the Move On When Ready program, students who are academically capable will have the option to begin their post-secondary education while still in high school. The high school counselors begins the discussion about MOWR options when students are still in 8th grade. Each year, they continues to provide information and to counsel students as to admission requirements and course offerings. They acts as the liaison between the high school and the colleges. Through the Career Tech Ag. Ed. Program, students take part in hands-on experiences that train them for the work force. A WBL/YAP coordinator will help students who seek employment during high school. He/she will advise students of work related protocols and monitor students in the work force.</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>Laurens County Schools work closely with local preschool programs such as HeadStart to ensure that all students who are in need of these services are offered the opportunity to take part. Representatives of these programs are invited to speak at our Migrant PAC meetings and are encouraged to attend other federal program meetings throughout the year, as well as to join in and give presentations on their programs. Our Migrant SSP works closely to assist these programs by making referrals and distributing flyers. When children are identified as needing Preschool Intervention Program (PIP) services, those students who are also eligible migrant students can be served in our Migrant Preschool Program as well. The special education staff provides professional learning for HeadStart, Migrant Headstart and Private Pre-schools to explain the IDEA referral process and early intervention. If referred students are found eligible for IDEA services, students are served in a variety of service models. Most often, services are provided via the Consultative or Co-taught model in the regular learning environment to allow these students to be with typical peers. If a student needs a more restrictive setting, we provide Pre-School Intervention services via a resource and/or self-contained settings.</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>Laurens County School System has no Targeted Assisted Schools during the FY24 School Year. Laurens County School System uses the following procedure for Title I eligible Targeted Assisted Program schools. In all schools selected to receive Title I, Part A funds under the Elementary and Secondary Education Act of 1965 (ESSA) Section 1113(c) that are ineligible for a targeted assistance program or that choose not to operate a schoolwide program, a local educational agency may use funds received under this part only for programs that provide services to eligible children identified as having the greatest need for special assistance. The following are adhered to in the district's targeted assistance plan:</p> <ul style="list-style-type: none"> ● Restrict Title I, Part A resources to help eligible, participating students meet the Georgia Performance Standards (GPS) standards that are expected of all students. ● Ensure that planning for students served under this part is incorporated into existing school planning. ● Use effective methods and instructional strategies that are based on scientifically based research that:ul ● strengthen the core academic component of the school <p>Eligible children are identified by the school as failing, or most at-risk of failing, to meet the GaDOE's challenging student academic achievement standards based on multiple, educationally related, objective criteria</p>
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Title I, Part A - Targeted Assisted Schools Description

	<p>established by the district and supplemented by the school. Selection is based on the score of more than one measure. The program has an academic component. Targeted assistance schools are required to separately identify Title I students. These schools must meet similar requirements of schoolwide programs, such as emphasizing accelerated curricula, scheduling extended learning time, using effective methods and instructional strategies that are scientifically research-based, providing adequate professional development, and coordinating the Title I activities with other school reform activities. Students must be ranked using a multiple criteria selection process.</p> <p>Description of the Method by Which Children with the Greatest Need Are Selected:</p> <ol style="list-style-type: none"> 1. Students will be selected through multiple selection criteria. The school administration will create a list of students deemed "at risk", based upon their ranking in the following: state testing, and promotion/retention. Note that preschool through second grade students must be chosen solely based on the judgment of the teacher, interviews with parents and other developmentally appropriate measures examined by the teacher. 2. Children who are economically disadvantaged, children with disabilities, migrant children, homeless children, or limited English proficient children are eligible for services under this part on the same basis as other children selected to receive services under this part. In general, the following children are eligible for services: <p>The district would make a concerted effort to minimize removal of students from regular classrooms during the day. The needs of each individual student would be considered.</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 Laurens county schools will become Title I School-wide Schools during the 2023-24 school term. Title I funds are used in a supplementary manner to further reduce class size at the elementary level and to provide additional support services for all Title I schools. Title I schools will also use funds to provide school level interventionist and instructional coaches for their schools. All schools will use its Title I instructional funds to purchase high-quality, evidence-based materials that will supplement materials supplied through local and QBE funding. It is the Laurens County School System's policy to ensure equitable access to and participation in its programs by all students regardless of their minority, income, or special needs status. Laurens County Title I Elementary Schools use Title I resources are used for class-size reduction were appropriate. All Laurens County Title I schools use Title I resources for</p>
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Title I, Part A – Instructional Programs

	<p>professional development activities that relate to improving student achievement, and for the cost of instructional materials, including computer based instructional resources and for parent and family engagement activities. The District employs Instructional Coaches at each Title I school and a part time district wide Family Engagement Coordinator that serves all schools. All schools offer Accelerated Content Classes in all core areas. Each elementary and middle school implements a "WIN" (What I Need) block of instruction. This block will be tailored to meet the individual needs of each child. Remediation, Enrichment, or exploration will take place during this time. School Interventionists will work with struggling students each day to meet their academic needs. The Family Engagement Coordinator supports the schools in providing activities for the parents to be involved in their child's school. These include annual Title I meetings, Parent Involvement Input meetings, and meetings to educate the parents on curriculum, Georgia Milestones Assessments and the academic progress of their students through Parent/Teacher conferences. Parents also have specific grade-level meetings where they are invited to visit their child's classroom and opportunities to engage in activities that are linked to learning and tied to student achievement. Laurens County will also implement three parent conference days during the school year. Parents will be able to schedule meaningful parent conferences with teachers on these days. The Family Engagement Coordinator organizes Parent Cafés at the district level. The district as well as the schools, continually communicate with the parents through newsletters, social media, and school websites.</p> <p>Laurens County has one Neglected Institution, (The Lillie Home). The residents of The Lillie Home are served by the school within the attendance zone. Consultations are held with the staff of The Lillie Home through out the year. Students are provided additional services by the district social worker.</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>Laurens County School System uses the Occupational Survey provided by the GaDOE MEP Office coordinator to identify migrant students. All schools will use the Occupational Survey Form with all new students. This form is provided during back-to-school registration and given to any new student registering throughout the school year. The district Migrant SSP collects these forms and any that are marked that they moved due to work are flagged. The school is notified by the District Migrant Worker if students are to be coded as migrant in the school information system.</p> <p>Laurens County School System will follow system and state policies for transfer of students and has procedures in place to provide a timely transfer of school health and academic records for all students but particularly for migratory students. The process of transfer begins as soon as the parent/guardian provides the school with a formal signed release or by the request of records from the receiving school. Any student that transfers into or out of the district or state, including migrant students, are either given a copy of their withdrawal paperwork to take with them or the school is sent a request for records. Once a Records Request is sent to the prior school, records should be received within 10 days from the request. The district Title I, Part C director and the MSSP will use MSIX to help transfer records electronically as a second method of transferring school records to ensure enrollment and correct course placement decisions. The MSSP will also query student data using the MSIX platform in a timely and systematic manner, at minimum weekly, so that the MSSP will be knowledgeable about records transfer and ensure the continuity of services for children who migrate from one State or district to another. The MSSP will also utilize the MSIX platform for the purpose of recruitment. MSIX's history of previous movement is useful to recruiters in verifying information received from participants. The MSIX platform will be used by the MSSP to verify promotion/retention, LEP services, credit accrual, as well as other essential data, for students entering Laurens County School District.</p>
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Title I, Part C – Migrant Supplemental Support Services

Title I, Part C – Migrant Supplemental Support Services

<p>1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).</p> <p>2. Direct-funded LEAs describe:</p> <p>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.</p> <p>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 of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.</p>	<p>Laurens County Schools' migrant program provides 3 year old preschool services to parents of eligible migrant students in their home. Preschool children will be provided with early literacy instruction and materials. Once these students are identified, the MSSP will develop a schedule to serve these preschool aged students either at their homes or in the community. One of the priorities for the MSSP in working with preschool students is to help the parents learn to work with their children in a environment of learning. Laurens County Schools strive to serve all our OSY and DO students within our county. These students are more difficult to reach due to their transient life style. Weekends and evening schedules are permitted from our administration to serve these students. By offering these opportunities outside of normal working hours, their daily routines of work are not interrupted. Forming relationships with local farmers and crew leaders aides in the recruitment of these students. Working around their schedules ensures that we are welcomed back again. When OSY/DO students are interviewed for services within the migrant program, an OSY profile form is completed along with the interview process. This document lists services in which the participant is interested in at the time. Students who wish to pursue a GED are informed about programs available within our district. Routinely passing throughout the work sites can fostering relationships with our migrant participants ensures that our program is successful and will continue to grow. We have reached a point where the OSY/DO students remember us from year to year and during recruitment, they encourage others to come forward to be interviewed.</p> <p>During the summer months, LCSS MSSP will provide 3yo preschool, OSY and DO students and families with literacy skill building resources in the form of an age appropriate learning packet. While these packet will be mostly academic in content, LCSS will also provide information about non-academic support services through this resource. The MSSP will deliver these resource to the these individuals or families at the beginning of the summer break and will follow up with the students and families before school begins in August. These follow-ups may be in the form of a home visit, work place visit, phone conference, or online meeting.</p> <p>The Laurens County Migrant SSP will coordinate with the K-12 school principals to schedule for the coordinator to work with the migrant students as a supplemental support in the Language Arts classroom. The MSSP will conference with the K-12 migrant students teachers to analyze the migrant student's academic weakness and will tutor the students to strengthen each student academically. The MSSP will also coordinate and communicate with the K-12 parents of the migrant students and help provide supplemental material for parents and students to use at home during the school year. K-12 migrant students will be provided an opportunity to participate in the summer literacy programs held at each school during the summer. Also, the MSSP will reach out to the K-12 Migrant parents and provide summer reading material for students to utilize while students are out for the summer.</p> <p>Migrant families and/or schools that request help with non-academic support services, such as health services, emergency dental and medical services, nutrition programs, and social services are supported by the district's MSSP and the district's interpreter. Both of these staff members are in constant</p>
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Title I, Part C – Migrant Supplemental Support Services

	<p>communication with migrant families and local community service agencies in order to provide for the need of LCSS's migrant population. The local Migrant SSP collaborates with the state Migrant Education Program and other community agencies such as DFACS, local dentist, local doctor offices, and Community Mental Health, to provide appropriate services for identified migrant families and children. Typically, non-academic support services will be referred to the MSSP by school level social workers or counselors, or a request will come directly from the migrant family. Each request/referral is reviewed for allowability and appropriate support is given by the MSSP. In addition to providing appropriate services, the MSSP will reach out to migrant families with preschool aged students older than three years of age to provide early literacy instruction and materials for these children. Once these students are identified, the MSSP will develop a schedule to serve these preschool aged students either at their homes or in the community. Evaluation and observation of the MSSP by the Laurens County Federal Programs Director will ensure that all of these support services are delivering the appropriate academic support services to all of these subgroups.</p>
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: 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>Goal 1: Improve graduation rate outcomes for students with disabilities</p> <ol style="list-style-type: none"> 1. The District is very involved with the Heart of Georgia Transition Alliance. Each spring high school students with disabilities have the opportunity to participate in the I Can Conference that is sponsored by the Heart of Georgia Transition Alliance. This conference provides students with an opportunity to gain self-advocacy and self-determination skills, to learn job interviewing skills, to learn financial skills, and to explore post-secondary options. 2. The Heart of Georgia Transition Alliance organizes forums for teachers and parents/guardians to learn more about transition opportunities that are in the area. The District participates in these forums to gain information to share with parents and students in regards to the resources available to students with disabilities as they prepare to leave high school. 3. Both high schools have a CTI coordinator who provides support to students with disabilities in their CTAE classes. The CTI coordinator works to enhance the students' career, technology, and agricultural skills in an effort to improve the students' employability and successful transition into the job market. 4. Each high school's CTI coordinator works closely with Vocational Rehab to ensure students receive all of the services that they need in terms of transition. Both high schools have a vocational rehab counselor assigned to them. The CTI coordinator and the vocational rehab counselor work together to identify students who need vocational rehab services. They also work together to place students in appropriate job sites. 5. The District's high school special education teachers work closely with Georgia Department of Behavior Health and Developmental Disabilities to share their resources with students and families. Representatives often attend IEP meetings to share information with parents. 6. Middle and high school special education teachers receive information from District special education personnel each year in leading IEP teams to develop compliant transition plans. 7. Many of the District's students with disabilities participate in High School High Tech. This program provides students career-development experiences and assists them with identifying a realistic vocational goal and transitioning to post-secondary education and gainful employment. 8. The District has a procedure to follow regarding students who are wanting to drop out of high school or have missed 10 or more consecutive days of school. Case managers will reach out to the students and document their attempts to meet with the student and discuss the importance of staying in school. Case managers will also schedule an IEP meeting to discuss the student's needs. Special education teachers will keep written documentation of their communication with the student and parents. This procedure will be reviewed at the beginning of the school year with special education teachers.
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IDEA Performance Goals:

	<p>10. Many of our high school students who are in our adaptive classes are getting the opportunity to participate in supportive job programs throughout our community. Our teachers of these classes have worked closely with local businesses and restaurants to expand these opportunities. These teachers are also planning opportunities for these students to practice daily living skills out in the community.</p> <p>11. The District is implementing the Showcase Transition Program for the upcoming year. This program is designed to provide our older high school students who are in adaptive classrooms the opportunity to focus on transition/employment skills to better prepare them for when they graduate.</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 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>Goal 2: Improve services for young children (3-5) with disabilities</p> <p>1. The District has 2 teachers for preschool disabilities. This allows one teacher to work specifically with 3 year olds who have disabilities. She is able to improve services for the 3 year olds by focusing specifically on their needs. She has a special education paraprofessional who also provide support to these students. As the needs increase, additional paraprofessionals are added to provide additional support. There is one speech therapist who is dedicated to working with the students in the 3 year old classroom. The physical therapist and occupational therapist also provided services as needed.</p> <p>2. The teacher who works with the 3 year olds also works specifically with Babies Can't Wait, Head Start, Children 1st, local hospital, doctors' offices, teachers, parents, and other referring agencies to help identify children who may qualify for the preschool disabilities program. All referrals for the preschool disabilities program go through this teacher. This assists with consistency. She meets with parents to coordinate and assist them one-on-one in the referral process. This teacher attends transition conferences with Babies Can't Wait personnel. She works collaboratively with BCW personnel to gather documents prior to referral whenever possible to ensure a smooth transition. This teacher also works with BCW to hold summer transitions early before school gets out for the summer.</p> <p>3. The additional preschool disabilities teacher focuses her instruction on the 4 – 5 year olds with disabilities. This teacher's classroom is located at the primary school where there are other Bright from the Start PreK classes. This teacher and her paraprofessionals focus their attention to the needs of the 4 -5 year olds and work closely with Bright from the Start pre-k classrooms. Allowing the teachers to focus on specific age ranges continues to improve the services that the children receive. Some of the students receive their services in the special education classroom while others may receive their special education services in the regular Bright from the Start PreK classrooms. A speech language pathologist, the physical therapist, and the occupational therapist also provide services as needed.</p> <p>4. One of the District's traveling speech language pathologists works closely with local Head Start programs and daycares in providing therapy to students</p>
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IDEA Performance Goals:

	<p>who need it.</p> <p>5. The District's speech language pathologists work with schools to screen students in prek and kindergarten if they did not attend prek within the District. The speech language pathologists work with teachers and parents in providing any interventions needed as a result of the screeners.</p> <p>6. The preschool disabilities teachers participate in prek trainings provided by Georgia Early Learning and Development Standards (GELDS) to further their knowledge in providing appropriate services to young children.</p> <p>7. The 3 year old preschool disabilities teacher works collaboratively with the 4-5 year old preschool disabilities teacher each spring to prepare for a successful transition of 3 year olds to the 4-5 year old settings. Similarly, the 4-5 year old preschool disabilities teacher works collaboratively with Kindergarten teachers in the spring to prepare for a successful transition of 4-5 year olds to Kindergarten. These teachers follow back up on the transition of their students the following fall to be sure they have successful transitions.</p> <p>8. Students 3-5 may be served in various environments depending upon their needs: home setting, daycare, Head Start, special education classroom, and/or general education classroom. Special education teachers, special education paraprofessionals, and therapists work with these students in these settings to improve their pre-academic, emotional, and communication outcomes.</p> <p>9. The 3 year old preschool disabilities teacher will attend any trainings provided by GaDOE in regards to preschool services. She serves as the lead special education teacher for the program. She redelivers the information she gains to other preschool disabilities personnel.</p> <p>10. The preschool disabilities teachers and therapists attend their school's PLCs . These PLCs focus on instructional strategies for primary-aged children. They also will attend special education PLCs throughout the school year. These PLCs will focus on special education issues. These additional professional learning opportunities aid in the improvement of outcomes for children 3-5.</p> <p>11 .The preschool disabilities teachers and therapists communicate via email, phone calls, and in person with the following: doctors' offices, private daycares, private therapists, BCW, Head Start, Children 1st, hospitals, parents, and other referring agencies. This communication is vital to ensure proper transition and services are provided to children 3-5.</p> <p>12. The preschool disabilities teachers communicate with the special education director, special education facilitators, and/or school psychologist on a regular basis to discuss referrals, transition, and services for students 3-5. We use these opportunities to provide guidance and monitor compliance.</p>
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IDEA Performance Goals:

<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 practices How LRE is ensured The continuum of service options for all SWDs How IEP accommodations/modifications are shared with teachers who are working with SWDs Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.</p> <ol style="list-style-type: none"> 1. The District reaches out to local doctors' offices, dentists' offices, GLRS, private schools, sheriff's office, local library, mental health center, and daycares located in the District, home-school parents, parents of enrolled students, and the public to make them aware of the Child Find Procedures. Child find information is shared on the District's Facebook page. Child find information is also shared in student handbooks, the District's website, the District's centralized registration center, and the District's board office. 2. The District has a parentally-requested evaluation procedure in place. This procedure will be reviewed with school administration, school-level interventionists, and academic coaches so it can be shared with all teachers/school level staff. The school level RtI coordinator documents the school's response on the Parentally-Requested Evaluation Form. The special education director and district RtI Coordinator work closely with the school counselors/designated staff in following this procedure. 3. The District RtI coordinator works closely with school level RtI coordinators and MTSS teams to ensure that students who may need testing are referred for special education testing. All referrals for testing are turned into the District RtI coordinator so she can work with the special education director in sending out parental consents for evaluation. 4. The District communicates and closely works with a private school located in the county to provide Child Find services. A specific speech therapist and school psychologist are assigned to work with students who attend the private school. The services are better provided when these individuals can build relationships with the parents, students, and teachers at the private school. 5. PLCs led by the District special education department will be provided multiple times throughout the year. A District PLC calendar has been created for the lead special education PLCs. This calendar will be shared with lead special education teachers at the beginning of the school year. Lead special education teachers will be asked to re-deliver these PLCs with the special education teachers in their buildings. These PLCs will focus on special education procedural issues, review of the Special Education Handbook, review of High-Leverage Practices in Special Education, and redelivery of information obtained from Special Education Director Collaborative Communities. These PLCs will be in addition to the school-based PLCs. 6. The District provides a continuum of services for students with disabilities. Students are served by special education teachers and special education paraprofessionals in regular education classrooms and pull-out classrooms as needed. LRE is considered for students during IEP meetings as services are discussed. Speech therapy, physical therapy, and occupational therapy are also provided. 7. The District has hired a Special Education Support Specialist who will work with new special education teachers (& current teachers needing more support) in the following areas: Go-IEP, the IEP process, district procedures, Special Education Handbook. This support specialist will also assist special education teachers in working through the re-evaluation
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IDEA Performance Goals:

	<p>referral process.</p> <p>8. Special education teachers complete a SPED Data Collection Summary for each student on their caseload. These SPED Data Collection Summary forms will be updated and submitted to the lead special education teachers and reviewed by SPED District personnel several times during the school year. The dates for checking these forms will be scheduled and will be shared with all special education teachers at the beginning of the school year. This SPED Data Collection Summary form will include the student's current grades, any discipline concerns, any ISS/OSS information, and attendance. The special education teacher will also document the progress students are making toward their IEP goals. The form will include a section where the special education teacher documents the actions taken as case manager based off of the data on the progress report. The implementation of the SPED Data Collection Summary form will help case managers respond to academic or behavior concerns in a timely manner and ensure students are getting the support they need to be successful.</p> <p>9. Special education teachers are given a Beginning of the Year To Do List to complete during pre-planning. Teachers are reminded to do the following: check the service pages of students' IEPs to ensure students are scheduled into the correct classes; check the amount of time on the service page of the IEP to ensure it is correct; give all teachers of students a copy of classroom accommodations and behavior intervention plans; give school-testing coordinators a copy of standardized testing accommodations; and give school administrators a copy of behavior intervention plans. Teachers collect signatures to document that they have given out accommodations and behavior intervention plans to appropriate people.</p> <p>10. The District is continuing to implement PBIS in some schools. The implementation of PBIS assists the district in closely monitoring the use of ISS and OSS. PBIS will continue to provide behavioral supports for students so they can continue to receive instruction in the classroom.</p> <p>11. Special education teachers participate in Professional Learning Communities (PLCs) with regular education teachers monthly. Their involvement in these PLCs gives them opportunities to increase their ability to provide more academic rigor and individualized instruction to students with disabilities in both co-teaching settings and pull-out settings for students with significant needs. An increase in rigor and the appropriate use of individualized instruction will allow students with disabilities to be more academically successful.</p> <p>12. District special education personnel will share and discuss the results of the 2022-23 Parent Survey results with special education teachers, therapists, and school psychologists so we can make plans to address the areas of concern. This will occur during our sped PLC time.</p> <p>13. The District's speech language pathologists work with teachers to screen students in prek and kindergarten if they did not attend prek within the District. The speech language pathologists work with teachers and parents in providing any interventions needed as a result of the screeners.</p> <p>14. The District has a procedure for special education teachers to follow if a student on his/her caseload is placed in ISS. This procedure ensures that</p>
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IDEA Performance Goals:

	<p>students with disabilities continue to get some special education services if they are placed in ISS. District special education personnel train special education teachers on this procedure at the beginning of the school year. A form is used to document the services provided to a student in ISS.</p> <p>15. The District provides training to special education paraprofessionals on their roles and responsibilities in serving students with disabilities on a yearly basis.</p> <p>16. The District has a procedure to address the absence of special education teachers. Teachers are trained on this procedure at the beginning of the school year to ensure students are receiving their specialized services.</p> <p>17. Special education teachers work closely with the District's social workers, the District's licensed mental health counselors, and Community Mental Health to ensure students get the appropriate wrap-around services.</p>
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<p>Describe how the district will meet the following IDEA performance goals:</p> <p>IDEA Performance Goal 4:</p> <p>Improve compliance with state and federal laws and regulations.</p> <p>How procedures and practices are implemented in your district to ensure overall compliance?</p> <p>Include: LEA procedures to address timely and accurate data submission</p> <p>LEA procedures to address correction of noncompliance (IEPs, Transition Plans)</p> <p>Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance</p> <p>Supervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>table width="100%"tbodytrtdGoal 4: Improve compliance with state and federal laws and regulations</p> <p>1. District special education personnel & lead special education teachers will review special education procedural issues, components of an IEP, eligibility procedures, and updated information/professional learning from GaDOE through the SPED PLCs that are scheduled throughout the school year. These SPED PLCs will be held at the schools. The District also shares some information from GaDOE via routine Update Emails to all special education teachers.</p> <p>2. Additional PLCs are scheduled on an as needed basis for specific teachers who demonstrate a need in a certain area or has issues of noncompliance. This need will be identified by District personnel when reviewing IEPs and communicating with lead special education teachers.</p> <p>3. The lead special education teachers will share and review procedures from the Laurens County Special Education Handbook with all special education teachers during a beginning of the year meeting at each school. Topics from the Laurens County Special Education Handbook will be revisited throughout the year during Sped PLCs.</p> <p>4. Each school has a lead special education teacher who assists the special education teachers at each school with procedural concerns. Lead special education teachers review IEPs before they are finalized in Go-IEP. Lead special education teachers also receive updates from District special education personnel on a regular basis to share with special education teachers.</p> <p>5. District special education personnel meet with the school psychologists and the behavior specialist multiple times a month to discuss specific students who need to be</p>
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IDEA Performance Goals:

	<p>evaluated. The special education director keeps a master list of all referrals for testing that tracks when evaluations are due(GoIEP report). One of the school psychologists reviews referrals and completes a checklist for each student needing an evaluation. This checklist summarizes pertinent data that the school psychologist needs as she plans to evaluate a student.The District has hired an additional school psychologist for the upcoming year to assist in completing evaluations in a more timely manner.</p> <p>6. The district level special education department will utilize the Go-IEP reports on a monthly basis to monitor the timely completion of IEP paperwork. This will assist the District in providing specific feedback to special education teachers in regards to IEPs.</p> <p>7. Special education teachers will utilize Annual Review Due Process Checklists as they complete IEPs. Special education teachers are also given agendas to follow for the following types of meetings: initial IEP meetings, eligibility meetings, transfer meetings, and re-evaluation data review meetings. The specific forms needed for each type of meeting are also listed on the agenda for the special education teacher.</p> <p>8. The District has a procedure to follow for students who fail vision/hearing screenings. This procedure will assist the District in more efficiently evaluating students. This procedure will be reviewed with special education teachers at the beginning of the school year.</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	100% Transfer of FY24 Title IV, Part A funds.
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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	100% Transfer of FY24 Title IV, Part A funds.
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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	100% Transfer of FY24 Title IV, Part A funds.
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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	100% Transfer of FY24 Title IV, Part A funds.
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will 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.	Laurens County School System will be transferring 100% of Title IV, Part A funds to Title V.
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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

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	Intervention Effective - Adjust Activities/Strategies
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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.	LCSS equity action plan involved closing the gap for subgroups in both Lexile performance and GMAS scores. Analyzing the data to determine the effectiveness of this equity action plan is extremely difficult. LCSS GMAS trend data shows declines in student Lexile levels as compared to previous years but with data rebounding at an expected rate. Additionally, GMAS achievement data is significantly lower than in the past. However, LCSS is above the state and RESA average in both of these measures. Local formative data indicates that students did make significant increases in both Lexile measures and achievement scores over the FY22 school year but not to the level of previous years. Therefore, LCSS will maintain its goal of implementing quality, research based instruction to our students in the hopes of closing gaps and increasing achievement. LCSS will also provide additional personnel and supports for those struggling students not making comparable gains to classmates.
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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	Intervention Effective - Adjust Activities/Strategies
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Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

<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>LCSS equity action plan involved student achievement of identify subgroups, grade level span, and content area(s). FY23 LCSS GMAS data shows gains in student achievement levels for most math tested grade levels as compared to previous years. However, LCSS is above the state and RESA average for most of the tested grade levels. Local formative data, such as IXL and BEACON, indicate that students did make significant increases in achievement over the FY22 school year but not to the level of previous years. Teachers and staff were given additional professional learning on the topics of effective instructional strategies at the Tier 1 and Tier 2 level through out the year in hopes that this would empower their efforts to support struggling students. The district also provided math manipulatives to elementary level teachers, along with training on effective use, so that students can conceptualize math skills that are more difficult or abstract in thinking. Because of this, LCSS will maintain its goal of implementing quality, research based instruction to our students in the hopes of closing gaps and increasing achievement. LCSS will also provide additional personnel and supports at the Tier 2 and Tier 3 level for those struggling students not making comparable gains to classmates.</p>
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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	No participating private schools
Title II, Part A	No participating private schools
Title III, Part A	No participating private schools
Title IV, Part A	No participating private schools
Title IV, Part B	No participating private schools
Title I, Part C	No participating private schools
IDEA 611 and 619	Letters were mailed to all parents registered with the state as homeschooling their children, to Trinity Christian School, to Christ Academy, and to Dublin Mennonite School inviting them to a proportionate share meeting that was held on 7/11/2022. From that meeting, the needs identified were for a special education teacher to provide instruction, speech therapy, occupational therapy, and behavior support. Letters have been mailed to all parents registered with the state as homeschooling their children, to Trinity Christian School, to Christ Academy, and to Dublin Mennonite School inviting them to the upcoming proportionate share meeting that is scheduled for 7/1/2023.