



District Improvement Plan 2020 - 2021



Lowndes County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Lowndes County
Team Lead	Rodney Green/Herb Hamilton

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

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

Transfer Title IV, Part A to:	Title I, Part C Title II, Part A
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 checked="" 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	Increase academic achievement and student growth on standardized assessments
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	ELA/writing/reading continue to produce lower achievement results than desired
Root Cause # 2	Increasing rigor in instructional expectations
Root Cause # 3	Need to focus on elements at the domain levels
Root Cause # 4	Static academic growth/achievement
Goal	The district shall increase its CCRPI score by 3% of the gap between the baseline year and 100.

Equity Gap

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

Action Step # 1

Action Step	(Leadership Capacity) - Develop and support aspiring leaders program at the district level
Funding Sources	N/A
Subgroups	N/A
Systems	Effective Leadership
Method for Monitoring Implementation	Participants will be able to demonstrate what they have learned in relation to the program content and domains of school leadership, effectiveness of the program will be monitored by the selection of participants in future administrative vacancies
Method for Monitoring Effectiveness	LKES Summative score for internal candidates
Position/Role Responsible	District Leadership
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Post-secondary Ed. Leadership resources, internal PL resources, Coastal Plains RESA
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Action Step # 2

Action Step	(Learning Capacity) - Developing a learning culture that increases student achievement
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 2

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	PLC agendas, sign-in sheets, minutes, and notes; administrator meetings; school level feedback provided by the Georgia School Personnel Survey
Method for Monitoring Effectiveness	Average summative score on Academically Challenging Environment and Positive Learning Environment (TKES Standards #7 and #8)
Position/Role Responsible	T&L Staff
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Coastal Plains RESA, Local post-secondary educational programs
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Action Step # 3

Action Step	(Resource Capacity) - Using technology and digital resources effectively to reach instructional goals through the implementation of effective Professional Learning Communities
Funding Sources	Title II, Part A N/A
Subgroups	N/A
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Agendas, sign-in sheets, notes, shared resources, the use of the ELEOT observation tool to demonstrate growth over the baseline year (FY 18) during system initiated observations and Engagement Review Team observations

Action Step # 3

Method for Monitoring Effectiveness	ELEOT observation feedback from T&L school monitoring visits
Position/Role Responsible	T&L Staff, Academic/Instructional Coaches, School Technology committees
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

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

Action Step	(Leadership Capacity) Expand the capacities to generate strategies for implementing impactful stakeholder engagement
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement
Method for Monitoring Implementation	Agendas, sign-in sheets, notes from meetings, survey results
Method for Monitoring Effectiveness	LKES Standard #8- Communication and Community Relations

Action Step # 4

Position/Role Responsible	District Directors
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	School-level teacher leaders with exemplary strategies for stakeholder involvement in instructional delivery, District task force to identify/communicate best current classroom practices
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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 attendance rates- Student
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Create more accessible opportunities for family/community engagement and improve communication
Root Cause # 2	Identifying reasons for absences
Root Cause # 3	Inconsistent application of the existing attendance policy
Root Cause # 4	Reduced effectiveness from the existing student absence protocols
Goal	Using FY17 SLDS district attendance data as a baseline measure, each year the district will decrease the percentage of students who miss more than 10 school days. (FY17 District Attendance missing 10 days = 16.7%)

Equity Gap

Equity Gap	TAPS Distribution
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority

Equity Gap

Equity interventions	EI-8 Promote the engagement and education of parents, families, community and business partners
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Action Step # 1

Action Step	Adhere and implement the Lowndes County Juvenile Court Attendance Protocol with fidelity
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Electronic documentation
Method for Monitoring Effectiveness	Monthly evaluation and analysis by SROs, School Social Workers- increased student attendance and parental compliance
Position/Role Responsible	Registrars, Principals/APs, SROs
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<i>Department of Juvenile Justice, Superior Court Judge, LODAC</i>
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Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<i>Department of Juvenile Justice, Superior Court Judge, LODAC</i>
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Action Step # 2

Action Step	Provide annual training to SROs and school administrators on implementation of the Attendance Protocols (with revisions as needed)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Administrative meeting notes, sign in sheets
Method for Monitoring Effectiveness	Student attendance data
Position/Role Responsible	Student Support Dir., Principals
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<i>Lowndes County Sheriffs Office</i>
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Action Step # 3

Action Step	Coordinate/Participate in the attendance protocol meetings with the Superior Court Judge and community stakeholders.
Funding Sources	N/A
Subgroups	N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Meeting notes, protocol revisions
Method for Monitoring Effectiveness	Student attendance data
Position/Role Responsible	Director of Student Support
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<i>Department of Juvenile Justice, Superior Court Judge, LODAC</i>
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4. REQUIRED QUESTIONS

4.1 Stakeholders, Serving Children, PQ

Required Questions

Stakeholder Involvement to Improve and Coordinate 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>LCSS expects parent, community, and employee input in all facets of the operation of our District. Opportunities for input are given at the school and District levels. Our monthly school board meetings allow stakeholders to voice pertinent concerns. Additionally, survey data, informal and formal conversations with school system staff, school meetings, and other similar meeting opportunities allow stakeholders to provide feedback. Specifically, for Title II, LCSS analyzes the available achievement data, stakeholder perspectives, and trends in student growth and performance. Based on this ongoing analysis, LCSS prescribes professional learning that should address the most glaring needs in staff training to help address the current District goals. Our current path utilizes Title II, Part A funds to address the demands of Professional Learning Communities (PLCs) and to increase teacher effectiveness at each school. The District's greatest effort to achieve this is by providing an Instructional Coach to serve the staff at the individual school level. We, also, address the orientation, induction, and retention of new employees to LCSS through our SEEDS Mentoring program. All of the PL strategies provided by Title II, Part A are carefully weighed in the local planning and budgeting process by using all available funding sources to maximize our District's initiatives. Title IV, Part A funds, for example, are currently transferred into Title II which allows LCSS to continue with initiatives that are proving to be effective in increasing student achievement. By carefully designating all available funds, LCSS is able to maximize its efforts into the current course of improvement for all students.</p> <p>The 5-year Strategic Plan was created, drafted, and board approved in December 2017 by a team of approximately 50 stakeholders representing the school board, all schools (an administrator, a teacher, and a parent), the district office staff, local business leaders, and a representative representing our local military families. The team met and worked for over four months to develop a five-year strategic plan.</p> <p>In 2018, a collective group of district stakeholder groups was assembled to help drive the accreditation process for FY 18 leading into FY 19. From that process, a representative group had multiple opportunities to provide input into the current performance and the long-range vision of the District.</p> <p>In 2019 (as at the start of every school year), we create a scrolling marquee for each school to utilize during its Open House events. The looping message is a condensed version of the district's improvement plan for parents to review. Additionally, parents are encouraged to contact the building principal for questions, comments, or suggestions for the district improvement plan.</p> <p>Lastly, we advertised and held our annual community-wide stakeholder input meeting. The meeting was held on June 10, 2019. We include topics such as the district's progress towards improving student achievement, the (tentative)</p>
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Stakeholder Involvement to Improve and Coordinate Activities

	district improvement goals, teacher qualifications, professional learning needs, and we provide an overview and solicit input for all federal programs. In June FY 20, the annual input opportunity was conducted virtually.
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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>LCSS prides itself on providing students with the very best teachers, support staff, and administrators available. Annually, the Federal Projects Director conducts a data analysis to ensure that there are no equity discrepancies for students of low income and/or minority groups in receiving instruction by ineffective, out-of-field, or inexperienced teachers. This data is gathered from the TAPS data that is available to the District. The most current data suggests that hiring procedures and District expectations in that process yield qualified teachers who meet acceptable district demands to instruct all students, including students who attend Title I school-wide program schools. Comparing data of several data fields relating to teacher attendance, qualifications, and performance indicate that in FY 19, Title I schools personnel were rated higher/more favorably than those at non-Title I schools.</p> <ul style="list-style-type: none"> ● Inexperienced Teachers- Title I schools= 30.4% . Non-Title I Schools= 30.3% ● Emergency/Provisional Certificates- Title I schools= 2.2% . Non-Title I Schools= 3.5% ● Out-of-Field Percentage (All Courses)- Title I Schools= 5% Non-Title I Schools= 6.17% ● TAPS (Summative Mean) - Title I= 21.32. Non-Title Schools= 21.04% ● Inexperienced Leaders- Lowndes County Schools= 29% . State of Georgia= 35% <p>The most recent Equity Data as reported in SLDS from school year 2019 indicates that the average TAPS scores for Title I schools in Lowndes County rate the same as those of non-Title I schools. FY 19 TKES/LKES data reported that 100% of our teachers received either a Level III or Level IV overall summative rating. FY 20 similar data is not available due to state-wide school closures.</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include:</p> <ul style="list-style-type: none"> ● how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy; ● how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded; ● how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time); ● how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and ● what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes. 	<ul style="list-style-type: none"> ● LCSS analyzes available data to drive the professional development needs, especially in content areas where the achievement data- we feel- falls below our expectations. A deep, focused look into the CCRPI data fields, along with a special emphasis student achievement data, helps us to narrow our focus and build our annual and long range plans for improvement. ● LCSS has made a concentrated effort to provide PL opportunities to address identified needs, as well as, minimizing the removal of teachers from the classroom as much as possible. Professional Learning Communities (PLCs) are focused on specific needs and are regularly scheduled to avoid conflicts with regular classroom activities. More and more of the system-wide PL needs are being offered during off-contract time for professionals to reduce the need for interrupting their planning/instructional time. ● Academic/Instructional Coaches lead the charge at the school level to provide support and guidance in helping the teachers meet the challenges identified in raising student achievement. Working closely with the Curriculum Directors, the A/I Coaches deliver common expectations for instruction and provide guidance and expertise to effective classroom strategies at the building/classroom level. ● LCSS incorporates proven, evidence based strategies to address the learning needs of students through its PL efforts. Incorporating contracted services from reliable consultants and educational professionals who provide reliable data and strategies is the norm. An example of this includes our consultation with a consultant to create and implement an instructional framework which includes an active learning lesson framework. ● Each school, along with the District, will establish measures of effectiveness within their individual school improvement plans. Measuring the effectiveness of strategies and resource implementation is essential to properly developing and implementing their plan each year.
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PQ – Intent to Waive Certification

<p>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)]</p>	<p>Yes</p>
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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>For FY 21, LCSS waives certification requirements for all employees (except in the area of Special Education).</p> <p>It is our desire to continue to fill vacancies in all content areas K-12 with educators who meet with the highest professional qualifications for every content area. For Lowndes County, content-certified applicants with proven and acceptable teaching experience receive first consideration for all vacancies.</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>The candidate is expected to have a four-year degree (minimum) OR expertise/proven professional experience/skill (for CTAE positions).</p>
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State and Federally Identified Schools

State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>During FY 20, Pine Grove Elementary is identified as a TSI School. The District will work closely with GaDOE in addressing the needs at PGES that focus on the Multi-racial subgroup learning gap. The majority of the support will involve Professional Development for the staff on best practices for all students with emphasis on multi-racial students.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:</p> <ul style="list-style-type: none"> ● coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and ● work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. 	<ul style="list-style-type: none"> ● Use of CTAE Program Area Advisory Committees to foster input from business and industry for each area ● Guidance for Pathway Completers through counselors and teachers ● EOPA Exams to guide students to certification in many areas ● 40 + Pathway Areas Available for students to select from ● Field Trips for students to experience real world applications and industry ● CTSO Activities and Competitions to hone and build new skills ● CTAE State Curriculum to guide teachers and students in specific content delivery ● CTAE PLC to support the work of the teachers and share information and content to improve instruction ● Local support and funding of all of the CTAE Programs ● Professional learning through conferences and workshops to update and better prepare teachers ● Project based and student centered learning in many of the CTAE areas ● Counselors and classroom teachers provide age appropriate career cluster lessons in grades 1-5 ● 6th & 7th grade students complete career interest inventories ● 8th grade students complete Individual Graduation Plans & career aptitude inventories <ul style="list-style-type: none"> ● CTAE WBL/YAP Advisory Committees to foster input from business and industry and find student employers and job shadowing opportunities ● Work Based Learning Opportunities for all students interested ● Youth Apprenticeship Opportunities for all students interested ● Dual Enrollment Opportunities for all students eligible and interested both on and off campus ● WBL/YAP Class Presentations to inform students of different options and opportunities ● Local support and funding of all of the WBL/YAP Programs ● Participation in local Chamber and Civic Groups to foster relationships and
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CTAE Coordination

	<p>student opportunities in our community</p> <ul style="list-style-type: none"> ● Implement the ACE Amped Program working with Ace Electric and Wiregrass Technical College
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>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>	<p>The district will support efforts to decrease the overuse of discipline practices that remove students from the classroom in the following ways:</p> <ul style="list-style-type: none"> ● PBIS District Data Team meetings with stakeholders to be held a minimum of two times per year to analyze system-wide discipline data ● PBIS District Data Team members will create an action plan for the system ● PBIS District Data Team will identify schools in need of reducing discipline practices that include removing students from the classroom ● To continue to host School Improvement meetings at each school that include addressing discipline data ● To communicate to stakeholders that discipline practices is a major focus for the system ● To include PBIS information in our Student Code of Conduct Book and disseminate school specific information to stakeholders ● To include discipline data in our system-wide Data Review Days with central office directors, principals, assistant principals, teachers, parents and community members <p>Schools will support efforts to reduce the overuse of discipline practices that remove students from the classroom in the following ways:</p> <ul style="list-style-type: none"> ● To continue the implementation of PBIS in the building (10 schools) ● To explore Implementing PBIS at the high school level ● To teach the expected behaviors and re-teach as needed ● To schedule and host monthly PBIS Data Team meetings to analyze discipline data ● To create an Action Plan with goals to address discipline needs ● To communicate monthly the Action Plan and data with all teachers in the building ● To communicate to all stakeholders that discipline practices and PBIS is a major focus in the building and on the buses ● To acknowledge the positive behaviors in the building ● To highlight PBIS on their website and other social media
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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:</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● District personnel continuously meets with our local institutions of higher education to ensure our students are being afforded early college opportunities. ● LCSS has partnered with the local institutions of higher learning. ● LHS Students participate in early college opportunities through Dual Enrollment. ● An array of Advanced Placement courses are offered to LHS students. ● Counselors meet with students on a regular basis to determine their interest. ● Middle school students along with their parents participate in an Open House at the High School. ● Middle school students have opportunities to take high school courses while in 8th grade.
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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>	<ul style="list-style-type: none"> ● Sixteen Bright from the Start Pre-K programs are housed between the seven elementary schools in Lowndes County. ● A district Pre-K director monitors pre-K classrooms to ensure continuity in the services pre-K students receive. Pre-K curriculum is based on GELDS standards and Read Right From the Start resources. ● LCSS Pre-K students/teachers are included in all K-5 school activities including parent meetings, PL, school/district based trainings, field trips, etc. to ensure easy transition to kindergarten. ● Pre-K students/teachers are included in county wide PBIS initiative. <p>Transition: School-based Pre-K students begin visiting K classrooms in the Spring to get acclimated to kindergarten. Kindergarten teachers visit Pre-K classrooms to introduce themselves and talk with students about the upcoming school year.</p> <ul style="list-style-type: none"> ● Pre-K end of the year meetings are held for parents to meet with Pre-K and K teachers to gather information for the upcoming school year. ● Pre-K Open House is held in August before school starts for Pre-K parents and students. ● Local and home daycare/preschool centers are invited to visit local county schools in Late April to familiarize themselves with the school and participate
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Preschool Transition Plans

	in kindergarten classroom walk-throughs.
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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>During FY 20 and FY 21, Pine Grove Elementary was identified as a TSI school. PGES will incorporate a Title I School Improvement Grant in conjunction with its additional allocation as a Title I school. The additional School Improvement grant will accommodate the needs of the TSI status and no further Title I, Part A funds will be needed. The multi-racial subgroup has been identified during the FY 20 school year and the school's stakeholders were informed during the previous year through School and District correspondence and communication. This information will continue to be available for FY 21.</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following:</p> <ul style="list-style-type: none"> ● Title I schoolwide schools; ● Targeted Assistance Schools; and ● schools for children living in local institutions for neglected or delinquent children. 	<p>LCSS currently serves five school-wide (5) schools with supplemental Federal funds- four (4) elementary schools and one (1) middle school. The Teaching & Learning Staff (consisting of the Asst. Supt. for Teaching & Learning, the Federal Projects Director, the Special Education Director, the Director of Student Support Services, the Technology Director, the Elementary Curriculum Director, the Secondary Curriculum Director, and the District Family & Community Engagement Coordinator) routinely visit each campus to provide support to the Principal and staff of each school. Title I, Part A and Title II, Part A funds are, specifically, focused to help provide professional learning supports through providing Academic/Instructional Coaches to help provide building-level support across the system. Currently, LCSS has one TSI school, Pine Grove Elementary.</p> <p>At the District level, federal funds support (at least a portion of) the salary and benefits for a District Federal Projects Director, a District F&CE Coordinator, and a Homeless Case Manager. In addition, some funding is included in the set aside for administrative supplies, equipment, and travel for each.</p> <p>District-wide printing costs for F&CE are covered by Title I, Part A funds to help keep our stakeholders informed with up-to-date information.</p> <p>In conjunction with the District-level goals, Principals are given much autonomy and flexibility in collaborating in the decision-making process for spending the Federal funds to support the School Improvement Plans at their schools and address their individual achievement needs. Class-size reduction teachers, STEM teachers, Academic Coaches, school Parent Engagement Liaisons, paraprofessionals are provided in Title I schools with some of the supplemental funds. Student needs are addressed through the funding support,</p>
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Title I, Part A – Instructional Programs

	<p>ranging from basic classroom supplies, electronic devices and supporting hardware, to supplemental content materials and web-based opportunities to develop and expand their learning. Costs associated with evidence-based Professional Learning may be covered with federal funds at Title I schools as outlined in their specific school improvement plans. Title I schools have incorporated after-school programs (additional salaries, supplies, and transportation) to serve identified students with the greater academic challenges, as well.</p> <p>As each school analyzes their school-specific data and establishes their educational needs, the T&L staff will work closely with each school to help provide support for their goals and direction.</p> <p>As an extension of the services to the Title I schools, LCSS has two (2) residential Neglected facilities within our District (Georgia Sheriffs Boys Ranch and Raintree Village Children's Home). The System provides tutoring support and technical access/support for those students who live at these facilities and exhibit significant gaps in their educational growth. Summer tutoring is provided whenever funds are available.</p>
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:</p> <ul style="list-style-type: none"> ● the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students; ● the timely transfer of pertinent school records, including information on health, when children move from one school to another; and ● how the district will use the Migrant Student Information Exchange (MSIX). 	<ul style="list-style-type: none"> ● The Occupational Survey (OS) is part of the initial registration packet for students upon enrolling. The OS is completed by the parent/guardian and the registrar submits the OS to the appropriate SSP on a daily basis. At the high school, the registrar will provide the SSP with the OS form on a daily basis, as well. ● The SSP will evaluate the OS once received and will contact the family and set up an interview. Based on this interview, the SSP will determine if the student qualifies for MEP support. ● In the normal registration/withdrawal process, the school's office records department handles the usual transfer of student records for all students. In some cases involving Migrant students, the SSPs will support this process if language is a barrier or if interpretation of records is necessary. The SSP may access Migrant data available through the portal or other data basis to help in this process. ● The SSP has access to MSIX to help in the records transfer process when records are slow to arrive. The SSP (and the counselors at the high school) may access MSIX to avail the most current student data that may be available there.
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Title I, Part C – Migrant Supplemental Support Services

<ol style="list-style-type: none"> 1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.) 2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school 	<p>LCSS employees TWO (2) SSPs to serve MEP students throughout the District. The SSPs provide support during the regular school year (within the schools for students who are enrolled), with pre-school aged children, and with OSY/DO in the home/work settings. The SSPs work with Pre-schoolers and OSY/DO during the summer, as well. As funds are available, the SSPs work with students in available summer school programs that may be offered. Supplies, communication expenses, travel expenses, and PL opportunities are provided through Title I, Part C funds. Student emergency medical needs (to ensure enrollment or to avoid unnecessary absences from school) may be covered, as well. Some funds are used to maintain small expenses incurred by the implementation of the Parent Advisory Committee meetings for the MEP.</p> <p>Pre-school</p> <p>Once identified, an SSP will visit the home to initiate services. Students will receive support services from the SSP through summer and school year support for pre-school readiness, and parents are directed to local agencies that provide support for the whole family. Some of the agencies that help are the local Migrant Head Start, Telamon, the Health Department, Babies Can't Wait,</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)</p>	<p>and local churches and Community Partners. Typically, a pre- and post-test is administered to provide evidence of growth.</p> <p>OSY/DOs</p> <p>An SSP is provided with a regular tutoring schedule for the OSY/DOs within the community. This time is used to provide academic support and to identify/recruit these young people. Identification is aided by local Migrant families, community agencies who may work with Migrant families, and the local venues where these youth are employed.</p> <p>Once recruited, LCSS supplies everything needed to help support their growth: school supplies, reading materials, iPods for language acquisition, hygiene items. During the school year, the SSP utilizes the iPod program with OSY/DO to help build their survival English. During the summer session, the SSP provides direct instruction twice per week in the evening in their residential facilities. Typically, a pre- and post-test is administered to provide evidence of growth.</p> <p>For the OSY/DO who may be interested in pursuing the GED, the SSP will refer them to the local agencies (i.e. ABAC, Wiregrass Technical College) who prepare students and administer the GED exam.</p> <p>Some of the local agencies who support the Migrant programs are: Telamom, Farm Workers Clinic, Migrant contractors, local post-secondary institutions, Goodwill, Wal- Mart.</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:</p> <ul style="list-style-type: none"> ● Currently, the graduation rate for Lowndes SWD is above the State Target of 62.94%. In 2019, the SWD Graduation Rate was 77.14%. ● Address skill gaps in all elementary and middle schools. ● Focus on weaknesses at Domain level ● Additional training on Transition Plans and process at middle schools and high school ● Continued participation in PBIS ● Support high school credit in Health and PE at 8th grade ● Focus on improving attendance ● Stress and improve relationships between students, staff and parents ● Annually, the Special Education Director downloads the Post-Secondary Outcomes Data Collection spreadsheet from the GaDOE Portal. The spreadsheet is then shared with 2 special education coordinators at the only high school in the Lowndes County School System. The coordinators use the "student information" forms filled out at the student's last IEP meeting to make contact with the student or student's family. The coordinators share the information with the Special Education Director in mid-July. Prior to the submission due date, the Director attempts to contact students who were not contacted by the high school coordinators. ● When it becomes available, special education teachers will be made aware of the toolbox highlighting best practices related to improving the graduation rate from LEAs across our state. They will be encouraged to use this information to increase the graduation rate of SWDs. ● For general training, the special education director shares training opportunities with Coordinators and Assistant Principals and provides funding when appropriate. Teachers are encouraged to access training opportunities ● When training for a specific issue (academic achievement, behavioral management, writing IEPs, writing FBAs, writing transition plans, etc.) is warranted, technical assistant is provided through training, modeling, mentoring.
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IDEA Performance Goals:

<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</p> <ul style="list-style-type: none"> ● 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>Goal 2 - Improve Services for young children with disabilities</p> <ul style="list-style-type: none"> ● Training on assessment and accurate reporting on Young Children's Outcome Data ● GELDS training for preschool special education teachers ● Transition meetings on a monthly basis with BCW ● Parents resources listed and linked on website, informational pamphlet provided at BCW transition meetings and included in referral packet for private referrals ● Young children with disabilities are provided services in a variety of placements and locations.ul ● Community-based students may be served at local daycare centers, Head-Start programs, and at schools. ● A Special Education pre-school program is available in 4 out of 7 elementary schools in Lowndes County Schools. ● Students in BFTS pre-K programs in schools may be served by the special education pre-school teacher, paraprofessional, and SLP as decided by IEP teams. ● Service options include consultative services, regular education with support by a paraprofessional, direct service through co-teaching, small group instruction in a special education classroom. ● American Sign Language Interpreter services are available in the special education pre-school program ● Transportation is provided to home schools and service schools <p>Child find activities include an annual ad in the local newspaper, information on the school web-site, information in the system handbook and monthly scheduled meetings with parents of children in the Babies Can't Wait program Personnel assigned to Young Children include: ● BCW Transition specialist</p> <ul style="list-style-type: none"> ● Special education coordinator ● 4 pre-school special education teachers ● 6 pre-school special education paraprofessionals ● 7 speech/language pathologists ● OT ● PT
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include: ● How teachers are trained on</p>	<p>Goal 3 - Improve FAPE</p> <ul style="list-style-type: none"> ● Serve students based on individual needs ● Increase instruction on specific skill gaps, particularly Lexile at middle school level ● Integral relationship with School Social Workers to address the whole child ● Training on conducting FBAs and writing solid and effective BIPs ● Increase Mindset training, share de-escalation techniques with a larger audience ● Continue to support and improve PBIS
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IDEA Performance Goals:

<p>IEP/eligibility procedures and instructional practices</p> <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● New teacher training for teachers with 1-3 years experience (Coastal Plains RESA and Griffin RESA) ● Alternative program for elementary students to decrease out of school suspension occurrences; focus on behavioral aspect ● Teachers are trained on IEP/eligibility procedures by mentor teachers, school-based special education coordinators and school-based school psychologists ● Special education department meetings are held monthly at each school ● Special Education Coordinators are assigned to each school and function as the LEA at all initial eligibility/IEP meetings and most annual reviews ● IEPs are reviewed following meetings; corrections are made by either the coordinator or the special education teacher. A pattern of required corrections alerts coordinators to provide targeted assistance ● Monthly, coordinators and the Director meet to review new changes required by GaDOE, adjust practices and/or procedures, amend the manual and determine the best delivery of the changes ● Monthly, coordinators select 3 IEPs to review with their colleagues to ensure compliance and consistency among schools ● Regular education teachers who serve special education students have access to IEPs through the student information system ● Instructions to access IEPs in student information system are provided to regular education teachers at first of year faculty meeting ● Printed instructions to access IEPs in student information system are provided ● The continuum of service options are available to SWDs ● LRE is discussed at each IEP meeting. Placement and services are based on the instructional needs of the student and the time required to provide those services. Students are served in the LRE in which they can be successful ● FTE reports are analyzed to ensure all SWD are receiving services as required by their IEP ● Teachers are offered training through RESA, IDEA conference and private conferences ● Special education teachers participate in school-based professional learning communities and data analysis. Data is analyzed to ensure students are making progress ● The system uses a Special Education Progress Monitoring process. The system uses APR reports, GMAS scores, attendance information, student suspension, PBIS processes to drive training opportunities
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IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include: ● LEA procedures to address timely and accurate data submission ● LEA procedures to address correction of noncompliance (IEPs, Transition Plans) ● Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance ● Supervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>Goal 4 - Improve Compliance</p> <ul style="list-style-type: none"> ● Update special education policies and procedures manual. New changes will be highlighted until the close of the year. New changes will be reviewed at Assistant Principal meetings. Assistant Principals and special education coordinators will re-deliver information at the school level. ● New teacher training. New teachers are asked to attend a half-day training prior to pre-planning and are provided a stipend. General information regarding our student information system, system procedures and expectations are shared. Overview of writing an IEP and conducting IEP meetings. ● New teachers meet with the special education coordinator(s) assigned to their school to establish a relationship and gauge the level of assistance each new teacher may need. ● Teachers new to special education are provided intensive assistance as needed by the special education coordinator and the assistant principal assigned to special education at each school. ● Monthly coordinator meeting to review and adjust practices as needed ● Review of 3 IEPs at monthly coordinator meetings, using a compliance checklist. A pattern of required corrections alerts coordinators to provide targeted assistance ● Assistant Principal meeting notes are provided after each meeting. The notes address each of the agenda topics and other items that arise during the meeting. The notes are shared on a Google Team Drive. ● Coordinator meeting notes are provided after each meeting. The notes address each of the agenda topics and other items that arise during the meeting. The notes are shared on a Google Team Drive. ● Changes to processes and procedures that are required to address information from GaDOE are chronicled on a Google Team Drive. ● The Director will receive access to school level special education department meeting agendas
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

<p>Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students’ academic achievement the LEA will implement:</p> <ol style="list-style-type: none"> 1. In support of well-rounded educational opportunities, if applicable 2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need # and action step #/ul 3. In support of safe and healthy students, if applicable 4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need # and action step #/ul 5. In support of the effective use of technology, if applicable 6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need # and action step #/ul 	<p>The Lowndes County School System strives to provide all students with access to a quality academic education while exposing students to a variety of extracurricular opportunities, career-field exploration, and to maintain a social/emotional support platform of resources for all all students. LCSS incorporates many opportunities for students to gain a quality classroom education while them to expand their individual talents through athletics, fine arts, performing arts, foreign language, and Career, Technical, and Agricultural Education. LHS students, for example, may elect to participate in many course offerings in Advance Placement courses or dual enrollment courses as they matriculate towards graduation.</p> <p>LCSS works in partnership with several local agencies to provide a safe, secure, but nurturing learning environment for the students. The Lowndes County Sheriffs Office is a huge partner with the District, reflective of the fact that we employ at least one School Resource Officer (SRO) on each campus. These officers build relationships with the students, staff, and parents to help build a web of communication and relationships that help to keep all parties informed with the goal of preventing problems and not just having to react to issues. The Positive Behavior Intervention and Supports (PBIS) is a great example of how each school incorporates this initiative which helps address and recognize responsible behaviors that influence student achievement, student behavior, student attendance, and (indirectly) safety and security of the school.</p> <p>Through many years of consistent approaches and constant attention, the LCSS strives to provide connectivity to the digital and electronic world in order to provide our students with access the world of knowledge in and beyond the classroom doors. The infrastructure to support the capacity of a 1-to-1 environment exists at every facility within the District. Many schools provide electronic devices and provide these to students for us in whole group, small group, and individual settings. From local monitoring of the schools, LCSS recognizes the need for increased student collaboration using technology that is available within the classroom setting.</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>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.</p>	<p>The Lowndes County School System has successfully participated in the AdvancEd (SACS) and Ga Accrediting Commission accreditation process in FY 18 and FY 19, respectively. Throughout those processes, stakeholders were involved in the initial input, as well as, the follow up sessions. Likewise, stakeholders are informed consistently through media releases, social media, and Internet resources from the District and individual school levels. Throughout the year, opportunities for open to all stakeholders to request information about ongoing initiatives within the District and to provide input are available.</p>
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

<p>Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? ● Intervention Effective – Equity Gap Eliminated</p> <ul style="list-style-type: none"> ● Intervention Effective – Maintain Activities/Strategies ● Intervention Effective – Adjust Activities/Strategies ● Intervention Not Effective – Adjust Activities/Strategies ● Intervention Not Effective – Abandon Activities/Strategies 	<p>Interventions Effective – Adjust Activities/Strategies</p>
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<p>Provide a brief description of LEA’s success in implementation of FY19 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Historically, LCSS has addressed equity gaps in the realm of Teacher Effectiveness. This was true moving into FY 19, as well as, FY 20. These gaps have been an ongoing focus for several years as the LCSS TAP scores tend to remain- in comparison- below State averages. This discrepancy is based on data derived from annual TAPS and CCRPI reports. Because of the forfeiting of this data statewide in FY 20, the LCSS will continue to focus on Teacher effectiveness, but will re-direct its effectiveness determination to different data resources.</p>
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