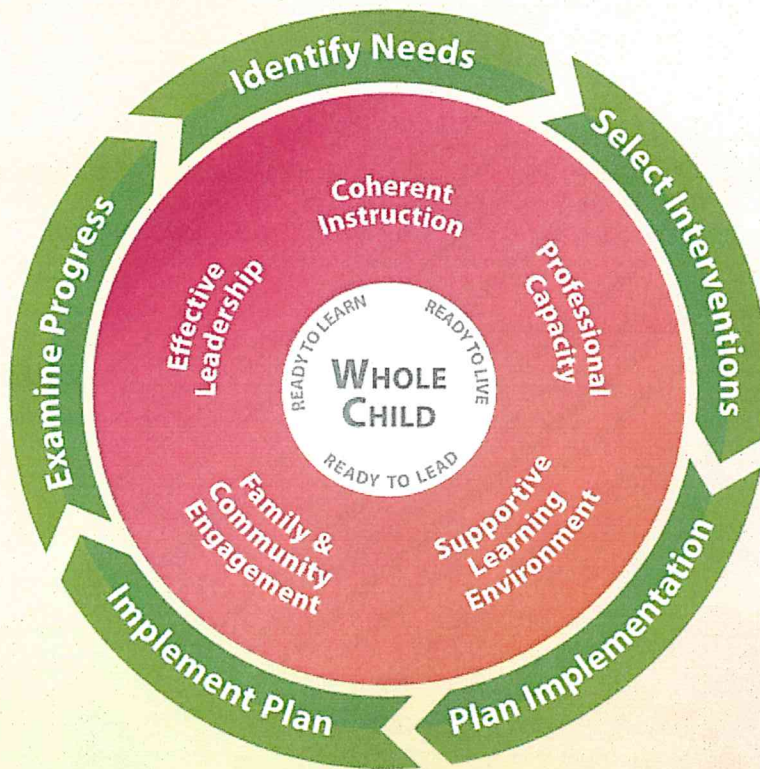# Comprehensive Needs Assessment
2019 - 2020 District Report

Thomas 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 ("NA" may be used)
Multiple Program(s)	Superintendent/Assistant Superintendent	Dr. Lisa Williams
Multiple Program(s)	Federal Programs Director	Dr. Bob Dechman
Multiple Program(s)	Curriculum Director	Robin Cartright
Multiple Program(s)	School Leader (#1)	James Thompson
Multiple Program(s)	School Leader (#2)	Clay Stanaland
Multiple Program(s)	Teacher Representative (#1)	Emily Ross
Multiple Program(s)	Teacher Representative (#2)	Jill Grimes
McKinney-Vento Homeless	Homeless Liaison	Cara Hankinson
Neglected and Delinquent	N&D Coordinator	Cara Hankinson
Rural	REAP Coordinator	Dr. Bob Dechman
Special Education	Special Education Director	Carol Sprague
Title I, Part A	Title I, Part A Director	Dr. Bob Dechman
Title I, Part A	Family Engagement Coordinator	Latoya Williams
Title I, Part A - Foster Care	Foster Care Point of Contact	Cara Hankinson
Title II, Part A	Title II, Part A Coordinator	Dr. Bob Dechman
Title III	Title III Director	Dr. Bob Dechman
Title IV, Part A	Title IV, Part A Director	Dr. Bob Dechman
Title I, Part C	Migrant Coordinator	Dr. Bob Dechman

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant superintendent	Dr. Scott James
Multiple Program(s)	Testing director	Dr. Bob Dechman
Multiple Program(s)	Finance director	Joey Holland
Multiple Program(s)	Other federal programs coordinators	
Multiple Program(s)	CTAE coordinator	Beth Adams
Multiple Program(s)	Student support personnel	

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal representatives	Trista Jones
Multiple Program(s)	High school counselor / academic counselor	
Multiple Program(s)	Early childhood or Head Start coordinator	
Multiple Program(s)	Teacher representatives	Elizabeth Johnson
Multiple Program(s)	ESOL teacher	Emily Ross
Multiple Program(s)	Local school governance team representative (charter systems only)	
21st CCLC	21st CCLC program director	Lisa Billups
21st CCLC	21st CCLC site coordinator or data specialist	
Migrant	Preschool teacher	Catherine Croley
Special Education	Student success coach (SSIP)	
Title II, Part A	Human resources director	Brecca Pope
Title II, Part A	Principal supervisors	
Title II, Part A	Professional learning coordinators	Robin Cartright
Title II, Part A	Bilingual parent liaisons	Erika Diaz
Title II, Part A	Professional organizations	Kelly Young
Title II, Part A	Civil rights organizations	
Title II, Part A	Board of education members	Charles Evans
Title II, Part A	Local elected/government officials	
Title II, Part A	The general public	Lee Wagner
Title III	Refugee support service staff	
Title III	Community adult ESOL providers	
Title III	Representatives from businesses employing non-English speakers	Kathy Megahee
Title IV, Part A	Media specialists/librarians	Erin Rehberg
Title IV, Part A	Technology experts	Wes Davis
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 ("NA" may be used)
Multiple Program(s)	Students (8th - 12th grade)	Bradley Dechman
Multiple Program(s)	Private School Officials	Chris Huckans, Charter School Principal
Migrant	Out-of-School Youth and/or Drop-outs	Erika Diaz
Title I, Part A	Parent Representatives of Title I Students	Allen Thornhill
Title I, Part A - Foster Care	Local DFCS Contacts	Ron Ross
Title II, Part A	Principals	Sharonda Wilson
Title II, Part A	Teachers	Catherine Croley
Title II, Part A	Paraprofessionals	Jennifer Rhodes
Title II, Part A	Specialized Instructional Support Personnel	Erin Rehberg
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	George Rhodes
Title I, Part A	Parents of English Learners	Magdelena Baltazar

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA personnel	Kelly Young
Multiple Program(s)	Technical, college, or university personnel	Missy Stanaland
Multiple Program(s)	Parent advisory council members, school council parents, Parent- Teacher Association or Parent- Teacher Organization members	Allen Thornhill
21st CCLC	21st CCLC advisory council members	Lisa Billups
Migrant	Local Head Start representatives (regular and/or migrant Head Start agencies)	
Migrant	Migrant PAC Members	Magdelena Baltazar
Migrant	Local farmer, grower, or employer	
Migrant	Family connection representatives	Kathy Magahee

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	Lee Wagner
Migrant	Local health department representatives	Carolyn Simmons
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	Dr. Terry Solana

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	Stakeholders were chosen to represent a variety of roles. We consulted the community resource guide to identify, invite, and involve representatives from community agencies. The work products were also shared with additional stakeholders for input and additional feedback.

How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?	Stakeholders will have representation in work groups for each section of the C.N.A. The district-wide stakeholder meeting will provide an additional opportunity for input. The district hosts regular events to promote two way communication with stakeholders throughout the year.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.38
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.24
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.57
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. **Source:** TLE Electronic Platform (FY18)	

Teacher Keys Effectiveness System- Standard

Standard	Score
2.Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.14
3.Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.14
4.Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.06
5.Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.03
6.Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.02
8.Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.06
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. **Source:** TLE Electronic Platform (FY18)	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1.Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.38
2.School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.48
3.Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.24

Leader Keys Effectiveness System- Standard

Standard	Score
4.Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.57
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.19
6.Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.24
7.Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.57
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.52
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. **Source:** TLE Electronic Platform (FY18)	

Teacher Keys Effectiveness System- Standard

Standard	Score
9.Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.28
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. **Source:** TLE Electronic Platform (FY18)	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4.Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.57
5.Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.19
6.Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.24
7.Professionalism:The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.57
8.Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.52
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. Source: TLE Electronic Platform (FY18)	

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.	2.24
9.Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.28
10.Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.15
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. **Source:** TLE Electronic Platform (FY18)	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2.School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.48
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.52
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. **Source:** TLE Electronic Platform (FY18)	

Teacher Keys Effectiveness System- Standard

Standard	Score
10.Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.15
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. **Source:** TLE Electronic Platform (FY18)	

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.	2.38
2.School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.48
3.Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.24
4.Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.57
5.Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.19
6.Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.24
7.Professionalism:The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.57
8.Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.52
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. Source: TLE Electronic Platform (FY18)	

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.	2.24
2.Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.14
3.Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.14
4.Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.06
5.Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.03
6.Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.02
7.Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.22
8.Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.06
9.Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.28
10.Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.15
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. **Source:** TLE Electronic Platform (FY18)	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use?	We examined teacher perception data, results from parent involvement focus groups, and Migrant program PAC meeting feedback. Special education used the departmental parent survey. The Homeless program administered an annual needs assessment staff survey. Feedback was gathered from professional learning sessions. Schools used the student health survey and results from parent and teacher surveys.

What does the perception data tell you?	There is an established need for additional professional learning according to job assignment. TEachers perceived a need for additional professional learning on instructional use of technology that included google certification for teachers. Continued work with curriculum alignment and use of assessment data is a consistent need at each school. Surveys revealed staff's perceived needs for educating homeless children. Special Education learned parents desire to learn more about transition services. Faculty surveys indicate a desire to expand leadership team memberships, and to continue data team meetings. Student surveys revealed student attitudes toward school.

What process data did you use?	Process data included feedback surveys from system advisory council meetings, SIP surveys, and analysis of meeting/event calendars. School data included examination of teacher-maintained data notebooks, pacing guides, and meeting schedules. Special education reviewed adherence to IEP timelines and peer review processes.

What does your process data tell you?	There is still a need to increase communication with all stakeholders to encourage participation in the process of continuous improvement. Special education noted the importance of focusing on learning outcomes. School leadership noted the importance of monitoring data and ongoing curriculum enhancement.

What achievement data did you use?	The following types of student achievement data were used: Georgia Milestones, GAA 2.0, Access tests, ITBS and Cogat tests, Benchmark tests, universal screeners in math and reading, End of Pathway Assessments, SLOs, Class averages (Pass/Fail Rates); Lexile Screeners, GKIDS, WSO, STAR reading, STAR math, CCRPI reports and sub-group performance were analyzed for goal setting.

What does your achievement data tell you?	Students are in need of differentiated instruction to support the various skill levels within each class. Homeless students are making gains, but still lag behind non-homeless students in math and language arts. ESOL: 88% of elementary students and 80% of middle school students made growth on the ACCESS 2.0 assessment this school year. Speaking was the lowest domain on the ACCESS 2.0 assessment overall. MEP students continue to lag behind grade level peers by not scoring proficient or better on Georgia Milestones EOG and EOC assessments. This achievement gap indicates there is a continuing need to employ a certified teacher to provide academic support for elementary, middle and high school students in reading and math. Student achievement is beginning to show the impact of recent professional learning. There is a continued need to support literacy skills and strengthen Tier 1 instruction in math. The need for continued professional learning and curriculum revision was clear. We intend to embed writing instruction across the curriculum and raise the level of rigorous instruction in all content areas. It was also noted that we need to establish mid-year goals to support the MTSS process in Pre-K. Certain subgroups outperform others, and trends indicate the need for additional support.

What demographic data did you use?	Enrollment data, District poverty rates, Homelessness data, Migrant data, and ESOL data were reviewed. Special Education examined teacher caseloads and analyzed student demographics to identify trends and avoid disproportionality. Student enrollment was examined by grade level to determine class size and instructional placements.

What does the demographic data tell you?	The student population in the Migrant program is increasing. There have been more students identified as priority for service recently.The ESOL student population has also increased. The trend shows that recently enrolled ESOL students are less proficient with English than their predecessors have been. Students experiencing homelessness have been identified and provided with support. The district poverty rate leads us to prioritize a need to build connections between learning and prior experiences through educational field trips, college visits, and virtual learning activities. Student subgroup performance has been examined to plan for differentiation and support. Early learning data is needed to differentiate support for children who enroll without having attended a daycare program.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Milestone passing rates (proficient or better) are below 50% in all grades and subjects. Student performance is showing improvement based on support and monitoring for fidelity. Student and teacher use of technology as learning tools is pervasive. There is a continuing need to update or replace classroom instructional technology including chromebooks, interactive presentation boards, and projectors. There is a need to strengthen Tier 1 instruction with rigorous expectations, continue professional learning, and curriculum alignment. There is a need to assess student performance and monitor progress toward mastery of GSE. There is a need to increase the number of segments of ESOL instruction offered. Migrant students have shown improvement based on having a certified teacher providing academic support as SSP. As indicated by the Charter renewal report from GADOE, there is a need to provide stronger instructional supervision at Bishop Hall Charter School. Students are not performing as well as similar aged peers in other schools on state required testing. There is a need to increase the amount of instructional time dedicated to direct instruction, aligned to GSE, and at a greater depth of knowledge (DOK).

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?	There is a need for protocols to monitor instruction. Administrative familiarity with curriculum expectations will be supported by participating in vertical alignment meetings and the curriculum revision processes. Need to improve the examination of root causes for academic deficiencies and behavior. Annual teacher turnover and teacher shortages in math and special education require ongoing recruiting efforts.

Strengths and Challenges Based on Trends and Patterns

Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	There is a continued need to support teachers' professional development in their instructional assignments.There is a need to strengthen Tier 1 instruction with rigorous expectations, continue professional learning to use technology resources as learning tools, and curriculum alignment. To address teacher perception of the need to provide additional training on the use of Google application in classroom instruction, a training program will continue to allow teachers to obtain google certification. There is a need to support teachers' MTSS efforts with differentiated strategies and monitoring protocols. Teachers responded to the perception survey requesting job embedded professional learning to utilize technology tools we have available, grade level collaboration meetings, establishing positive relationships, classroom management strategies, parent and community support, and differentiated instruction. Teacher led professional learning provides many educators an opportunity to support their colleagues. Positive feedback from the TIP Expo indicates teachers desire for choice in professional learning sessions that are aligned to their current teaching assignments. There is also a need to support differentiated professional learning on instructional uses of technology. The hire of a part-time (50%) Instructional coordinator for math resulted in improvement of passing rates of the Georgia Milestones. We intend to continue to use Title IIA funds to support this position.

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?	There is consistent support for Family and Community Engagement at all schools. The public perception is positive and continues to request multiple formats of communication. There is a desire to continue the established workshop series with topics that are relevant to current trends. Low to moderate event attendance is attributed to communication issues, scheduling conflicts, and marginal interest in some topics. Perception surveys indicate a desire for welcoming, family-friendly environments. There is a desire for take home strategies to support student learning. The district needs a comprehensive format to support regular ongoing two-way communication about student learning and school events. Migrant and ESOL parents report that additional parent nights hosted by the MEP and ESOL departments are helpful in meeting their needs to support their students academically.

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,	The curriculum department works to align professional learning topics with school needs. Curriculum monitoring and support is an ongoing need. There is a need to continue to provide mental health counseling support above the level of school guidance counselors. There is a need to document behavior related support through the MTSS process. There is a need to support character education and social skills among all students. Summer learning losses are hampering the development of student mastery. There are ongoing

Strengths and Challenges Based on Trends and Patterns

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?	needs to provide intervention support. Funds are needed to continue grant funded universal screening licenses (DIBELS, Acadience, and Naiku). There is a need to maintain small class sizes to allow for differentiated instruction. The district safety plan includes a recommendation for a front gate attendant to monitor traffic flow and security of building exterior at the high school. There is a need for an increase in progress monitoring and to implement MTSS at Bishop Hall Charter School. Protocols for reteaching unmastered topics and developing academic stamina for students to perform well on rigorous exams need to be established. Student and faculty absences due to sickness continue to negatively impact student performance. There is a need to transport students to their school-based health clinic appointments to reduce time between onset and treatment of common sicknesses such as flu, strep throat, common colds, and ear infections. Students requiring vaccinations and physicals are also supported by the school based health care liaison, reducing medical related causes of time out of class.

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?	Enrollment continues to increase. There is a recent trend of increased middle school enrollment. The district continues to have a large contingent of out-of-district enrollees, some of whom struggle academically. Federal budgets have declined between 5-10% from FY19 to FY20. This could reduce professional learning opportunities next summer. Professional learning is supported by blending funds from federal and state funds. There is a large population of students with disabilities enrolled in our district, some transferring in from neighboring districts based on our established record of a full spectrum of supportive services. This subgroup continues to struggle to demonstrate mastery on Milestone tests. Financial limitations of our rural school system impact the availability or replacement of instructional technology. Our district has secured competitive grant award to provide existing instructional resources. The district will continue to need grant funds to support student technology needs.

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?	Milestone passing rates (proficient or better) are below 50% in all grades and subjects. Performance on universal screeners shows students begin the year significantly below grade level expectations. We see evidence of skill erosion over the summer in many students.

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	Strengths include: Family Connections allows us to connect students to community partners, strengthening transition services and experiences for students. Alignment of services and intervention across schools. (OG, EET, unique solutions curriculum). Working the FBA and BIP processes to support students proactively.

Challenges	Challenges include: Large numbers of students with disabilities. Large skill deficits make grade-level instruction on content standards hard to implement with fidelity. SWD subgroup passing rates are behind non-disabled peers. It is difficult to provide LRE placements when classroom choices are inclusion or EIP models. Classroom management concerns persist. Parent perceptions concerns about LRE students as they interact with non-SWD. Teacher turnover rate and low levels of experience persist. It is difficult to hire and retain PQ SPED staff over time. It is difficult arranging regular education teachers to attend IEP, 504, and manifestation meetings. Multiple meetings often conflict with time set aside for common planning and curriculum alignment.

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Strengths include having Professionally Qualified teachers in each grade. Technology resources are available to provide high quality instruction. Core curriculum outlined in pacing guides and instructional units is also present. The district has established routines for student assessment and expectations for reteaching skills to support student mastery. Another strength is instructional scheduling allows for common planning in grades PK-8.

Challenges	We face several challenges as a district. Students enter the grade behind academically. We see the impact of regressed skills after summer vacation. Based on 2018 fall universal screeners, more than 60% of all students are not reading on grade level. Academic deficits compound difficulty of mastery challenging state standards. Some students do not regularly submit homework, or complete out of class assignments. Parents indicate difficulty providing academic support at home. Busy afternoon and evening schedules tend to limit

Title I - Part A - Improving Academic Achievement of Disadvantaged

Challenges	participation at Family Engagement events. Bishop Hall serves an at-risk student population. There is a need to provide additional instructional supervision and professional learning support for teachers as they align instruction with GSE, increase the amount of instructional time devoted to direct instruction, incorporate rigor, and develop student's academic stamina to demonstrate content mastery.

Title I, Part A - Foster Care

Strengths	Enrollment clerks are aware of the special circumstances and requirements surrounding foster children and are trained to notify the school system's Foster Care Point of Contact (FCPOC) when a child in foster care comes in for enrollment. The enrollment office and the FCPOC work collaboratively to eliminate barriers and expedite the enrollment process. Foster care students are enrolled, and can attend school, even in the absence of otherwise required enrollment documentation. One step of the enrollment process that is given special attention, and it is for the protection of the child, is to make sure the person enrolling the child has the opportunity to complete the "Do Not Publish" form. Completing this form prevents the child's picture or name from being published in print or digital media. After the student is enrolled and attending school, teachers and counselors work closely with Thomas County Department of Family and Child Services (DFCS) and the foster parents to identify and meet the needs of the student so that the student can be successful in school. Students in foster care will have the same access to all curricular and extracurricular programming as any other student in the school system.

Challenges	Foster status is not always shared with schools. Foster placements are short term. The district also experiences difficulty in maintaining up to date student records with adult contact information and the "Do Not Publish" list are ongoing difficulties.

Title I, Part A - Parent and Family Engagement

Strengths	We have an identified parent coordinator at each school, along with established norms for regular Family Engagement events. Scheduled events allow for families and educators to develop supportive relationships. School and district spaces are sufficient for meeting and provide technology rich environments to present workshops and events.

Title I, Part A - Parent and Family Engagement

Challenges	We face a significant challenge getting the target audience to attend specific events, which limits the support we provide to families of at-risk learners. Parent Involvement activities compete with finite resources of time and interests. Community literacy levels and parent comfort in attending school meetings or events also represent challenges to participation. Another challenge is identifying sponsors to provide funding for promotional gifts for workshops and events. It is often difficult to provide meaningful opportunities for family engagement in school support beyond being a classroom helper or supplying donations.

Title I, Part C - Education of Migratory Children

Strengths	Our Migrant parents readily observe that the strongest asset of our migrant program is having a Certified teacher who understands the subject content working with Migrant students in Preschool through 12th grade. Funding MEP support at the certified teacher level has allowed our district to avoid staff turnover, which has allowed our teacher to gain trust and confidence of Migrant parents. The teacher is aware of strengths and weaknesses of each student and is able to relay information to classroom teachers.

Challenges	A shrinking federal allocation for the MEP restricts the support we are able to provide our students. Identified OSY and DO participants have reported that they are too busy to meet (at all) with district staff to receive instruction or support.

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

Strengths	We have a caring and knowledgeable staff. Teachers work with school counselors whenever they detect student needs. We do not have a N&D facility within our attendance zone, but do maintain a list of providers that would be helpful should a need arise.

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

Challenges	Services required by N&D students are often greater than school counselors and administrators can meet. Our district has used grant funds to provide additional mental health counseling and behavior intervention and assessment.

Title II, Part A - Supporting Effective Instruction

Strengths	We hire and retain a professionally qualified staff at each of our 7 schools. Based on support from the curriculum department, teachers are engaged in routine, ongoing professional learning that prepares them to present rigorous instruction to all students. The district "New Teacher Induction" program is helpful in retaining and supporting new hires.

Challenges	Recruiting teachers to teach in rural southwest Georgia is difficult. The district attends regional job fairs hosted by RESA and teacher preparation programs to meet its hiring needs. There is a need to provide coordination and support for mathematics instruction. We intend to continue to split fund (50% local 50% Title IIA) a curriculum coordinator for math as one of our equity action steps.

Language Instruction for English Learners and Immigrant StudentsDescribe your LEAs strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and English proficiency. (All LEAs must complete, regardless if receiving a Title III allocation or not.)

Strengths	The district employees two full time teachers and one part time teacher to provide direct instruction to ESOL students. Our students have shown gains on the ACCESS 2.0 assessment (88% of elementary, 80% of middle schoolers, and 87% of high schoolers). Students are supported in numerous ways with instructional resources, academic interventions, and family engagement events. Parents have voiced that they feel supported on surveys.

Challenges	ESOL students struggle most on the speaking domain of Access 2.0, which is followed closely by the writing domain. Our ESOL student enrollment continues to grow, and will require us to offer 2 additional segments of instruction for the coming school year. We have noticed a growth in our immigrant population, and families are in need of additional support. We have also noticed an increased number of parents requesting translated materials, meetings, and front desk assistance.

Language Instruction for English Learners and Immigrant StudentsDescribe your LEAs strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and English proficiency. (All LEAs must complete, regardless if receiving a Title III allocation or not.)

Challenges	

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

Strengths	Annual staff training is delivered to all staff using Compliance Director, a web-based professional learning platform. Teachers and counselors are attentive to students who may experience needs due to homelessness throughout the year.

Challenges	Students don't always report family needs due to homelessness.

Title I,Part A - Equitable Access to Effective Educators

Strengths	We hire and retain a professionally qualified staff at each of our 7 schools. Teachers are engaged in routine, ongoing professional learning that prepares them to present rigorous instruction to all students. The district provides a well developed system of support (New Teacher Induction) for teachers new to the district and or new to their instructional assignments.

Challenges	Recruiting teachers in southwest Georgia is a challenge. The teacher shortage is no longer restricted to a few content areas, there are vacancies in many certification areas that are hard to fill.

Title IV, Part A - Student Support and Academic Enrichment

Strengths	We have a professionally qualified staff. Teachers and administrators are prepared and equipped to use the latest technology to enhance instruction.

Title IV, Part A - Student Support and Academic Enrichment

Challenges	Our students lack cultural experiences that other students have access to in more urban locations. We need to provide support for instructional field trips for our students. Another impact of our rural location is that our students need technology resources to interact with educational experiences. Our elementary school could benefit from virtual reality resources to be able to experience learning activities that are impractical with field trips. Teachers have differing levels of expertise implementing technology in the classroom. Their professional learning needs are better suited to a system that allows participants to differentiate their experiences by selecting courses right for their training level. In rural Southwest Georgia, some of our families are unable to provide ongoing and or urgent medical care for their children should they become sick during the school day. We need to provide transportation for students to participate in the school based health clinic. We need help monitoring our school campus for safety and security. Our greatest current need is a front gate attendant at the school with the highest volume of traffic which is our high school. We need to provide supplemental mental health counseling. Students have demonstrated the need for ongoing support that is greater than school counselors can provide. We need to provide contracted behavior intervention services to selected students as needed.

Title V, Part B - Rural Education

Strengths	We have been able to use Title VB funding to purchase licenses for educational software that allows our students to prepare for standardized testing and to experience prompts with more rigorous depth of knowledge expectations. We have also used Title VB funds to support professional learning during the school year as well as in the summer.

Challenges	As a rural district, our students are not exposed to the same social and cultural experiences as those in more urban areas. Our students require electronic resources to support their academic and cultural growth and development. Our students lack cultural experiences that other students have access to in more urban locations. We need to provide support for instructional field trips for our students. Another impact of our rural location is that our students need technology resources to interact with educational experiences. Our elementary school could benefit from virtual reality resources to be able to experience learning activities that are impractical with field trips.

Title V, Part B - Rural Education

Challenges	The reduction in federal grant awards will require us to use more Title V funds to provide professional learning.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Improve student proficiency in every content area
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	

Overarching Need # 2

Overarching Need	Improve the quality and quantity of on-task instructional time for all students
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	

Overarching Need # 3

Overarching Need	Improve the quality of mathematics instruction
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes

Overarching Need # 3

Priority Order	2

Additional Considerations	

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Improve student proficiency in every content area

Root Cause # 1

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

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Interruptions in learning arise from homelessness, family transitions, migrancy, immigration, language barriers, absenteeism, mental health concerns, class disruptions, and or failure to complete assignments.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Root Cause # 2

Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 3

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

Additional Responses	

Root Cause # 4

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

Additional Responses	

Root Cause # 5

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

Root Cause # 5

Additional Responses	

Overarching Need - Improve the quality and quantity of on-task instructional time for all students

Root Cause # 1

Root Causes to be Addressed	Students enter the grade without adequate academic proficiency
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Students exhibit unmet social and emotional needs
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program

Root Cause # 2

Impacted Programs	Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 3

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

Additional Responses	

Root Cause # 4

Root Cause # 4

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

Additional Responses	

Root Cause # 5

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

Root Cause # 5

Additional Responses	

Overarching Need - Improve the quality of mathematics instruction

Root Cause # 1

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

Additional Responses	

Root Cause # 2

| Root Causes to be Addressed	District math faculty has experienced turnover and transition.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program

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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders
	Title III - Language Instruction for English Learners and Immigrant Students
	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
	Others :

Additional Responses	

District Improvement Plan
2019 - 2020
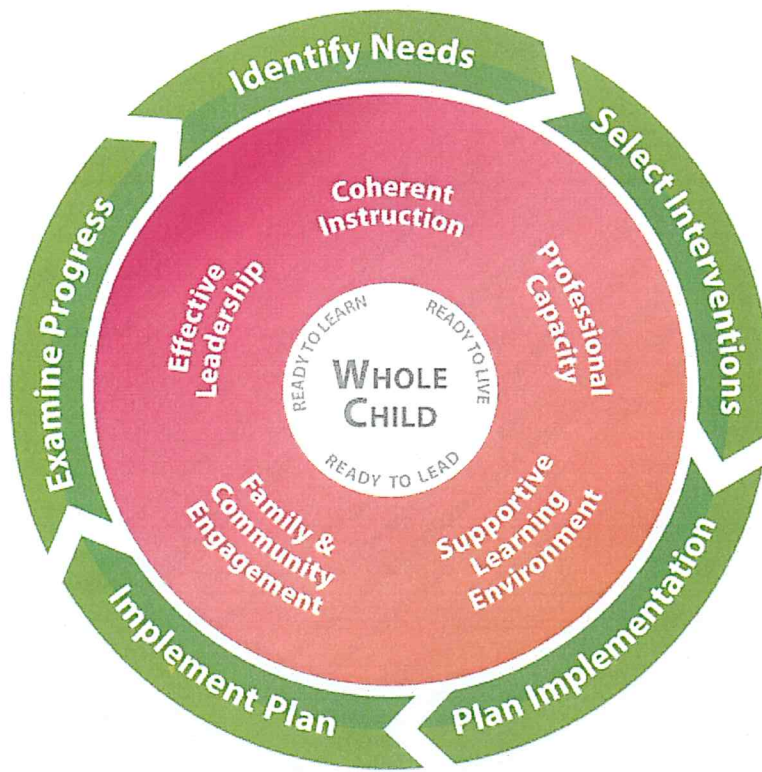
Thomas County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Thomas County
Team Lead	Bob Dechman

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

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

2. DISTRICT IMPROVEMENT GOALS

2.1 OverarchingNeed # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student proficiency in every content area
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Many students lack grade appropriate prerequisite skills, especially literacy and numeracy.
Root Cause # 2	Interruptions in learning arise from homelessness, family transitions, migrancy, immigration, language barriers, absenteeism, mental health concerns, class disruptions, and or failure to complete assignments.
Root Cause # 3	Teachers struggle to personalize learning when students have different proficiency levels.
Root Cause # 4	Teachers need resources and professional learning to address student needs and to teach content with fidelity.
Root Cause # 5	Students and their families lack sufficient motivation to be effectively engaged in the instructional process.
Goal	By the end of the 2019-2020 school year, the percent of students scoring at the proficient level or above on state assessments will increase by 3%.

Equity Gap

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

Equity Gap

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

Action Step # 1

Action Step	Teachers will utilize appropriate resources to maximize learning. Teachers will engage in ongoing professional learning to leverage research based strategies and maximize student learning.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans, Unit plans, and TKES observations
Method for Monitoring Effectiveness	Principal conferences
Position/Role Responsible	Curriculum Director
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	Julie Sharpe, Evaluation technical assistance provider for Georgia Family Connections Partnership.

Action Step # 2

Action Step	The district will provide updated digital learning resources, infrastructure, and professional learning to support teaching and learning.
Funding Sources	Title I, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Software licenses.
Method for Monitoring Effectiveness	Usage reports
Position/Role Responsible	Digital Learning/ Media Services Coordinator
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	Julie Sharpe, Evaluation technical assistance provider for Georgia Family Connections Partnership.

Action Step # 3

Action Step	The district will provide updated instructional materials, e-texts, periodicals, and other digital materials.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title IV, Part A Title V, Part B IDEA Perkins

Action Step # 3

Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	TKES observations
Method for Monitoring Effectiveness	Principal meetings
Position/Role Responsible	Curriculum Director
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	Julie Sharpe, Evaluation technical assistance provider for Georgia Family Connections Partnership.

Action Step # 4

Action Step	Teachers will utilize flexible grouping and individualized instructional strategies to maximize student learning.
Funding Sources	Title IV, 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

Action Step # 4

Method for Monitoring Implementation	TKES observations
Method for Monitoring Effectiveness	Principal Conferences
Position/Role Responsible	Curriculum Director
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	Julie Sharpe, Evaluation technical assistance provider for Georgia Family Connections Partnership.

Action Step # 5

Action Step	The district will employ class-size reduction teachers to allow opportunities for flexible grouping strategies.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Class rosters
Method for Monitoring Effectiveness	Principal Conferences
Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Moderate
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits,	

Action Step # 5

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

Action Step # 6

Action Step	Hire intervention teachers to provide supplemental instruction.
Funding Sources	Title I, Part A Title I, Part C
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Title I staff roster
Method for Monitoring Effectiveness	Improved screener scores
Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Strong
Timeline for Implementation	Yearly

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

Action Step # 7

Action Step	Administrators and teacher leaders monitor improvement initiatives and make adjustments throughout the year.
Funding Sources	Title I, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES observations
Method for Monitoring Effectiveness	Principal Conferences
Position/Role Responsible	Curriculum Director
Evidence Based Indicator	Moderate
Timeline for Implementation	Quarterly

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

Action Step # 8

Action Step	Provide professional learning for administrators to implement and monitor a Multi-Tiered System of Support.
Funding Sources	Title II, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster

Action Step # 8

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Calendar
Method for Monitoring Effectiveness	Implementation of MTSS at each school
Position/Role Responsible	System RTI coordinator
Evidence Based Indicator	Strong
Timeline for Implementation	Yearly

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

Action Step # 9

Action Step	Ensure all instructional staff participate in targeted evidence-based professional learning appropriate to their instructional assignment
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 9

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Calendar
Method for Monitoring Effectiveness	Improved test scores
Position/Role Responsible	Curriculum Director
Evidence Based Indicator	Strong
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	Julie Sharpe, Evaluation technical assistance provider for Georgia Family Connections Partnership.

Action Step # 10

Action Step	Recruit teachers and administrators to fill system needs.
Funding Sources	Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 10

Method for Monitoring Implementation	Recruiting expenses
Method for Monitoring Effectiveness	Monthly Personnel Reports
Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Moderate
Timeline for Implementation	Yearly

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

Action Step # 11

Action Step	Designate Parent Involvement Coordinators to conduct family engagement workshops on providing academic support to their children.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Family Engagement Calendar of Events
Method for Monitoring Effectiveness	Event based surveys
Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Moderate
Timeline for Implementation	Quarterly

Action Step # 11

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

Action Step # 12

Action Step	The district will hire a school-based health care liaison to facilitate student access to the school-based health clinic.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Timesheet, documentation of students served
Method for Monitoring Effectiveness	reduction in student absences, improvement in standardized test scores.
Position/Role Responsible	Bob Dechman, Assistant Superintendent for Federal Programs
Evidence Based Indicator	Demonstrate a Rationale
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	Julie Sharpe, Evaluation technical assistance provider for Georgia Family Connections Partnership.

2. DISTRICT IMPROVEMENT GOALS

2.2 OverarchingNeed # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve the quality and quantity of on-task instructional time for all students
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Students enter the grade without adequate academic proficiency
Root Cause # 2	Students exhibit unmet social and emotional needs
Root Cause # 3	Student needs for attention and academic support are unmet.
Root Cause # 4	Students engage in off-task behaviors.
Root Cause # 5	Acting-out behaviors are referred to administration.
Goal	Reduce disciplinary removals for in-school suspensions and out-of-school suspensions by 3% annually.

Action Step # 1

Action Step	Teachers will implement classroom behavior management protocols, that include teaching behavior expectations for school.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Classroom management plans submitted to school administration
Method for Monitoring Effectiveness	TKES observations
Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Moderate
Timeline for Implementation	Quarterly

What partnerships with IHEs,	Julie Sharpe, Evaluation technical assistance provider for Georgia Family Connections

Action Step # 1

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

Action Step # 2

Action Step	Implement MTSS procedures to address academic and behavioral issues.
Funding Sources	Title I, Part A Title I, Part A SIG Title III, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	MTSS documentation
Method for Monitoring Effectiveness	Improved student discipline
Position/Role Responsible	System RTI Coordinator
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is	Julie Sharpe, Evaluation technical assistance provider for Georgia Family Connections Partnership.

Action Step # 2

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	Julie Sharpe, Evaluation technical assistance provider for Georgia Family Connections Partnership.

Action Step # 3

Action Step	Administrators implement monitoring practices and analyze data to target root causes of student behaviors.
Funding Sources	Title I, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Discipline Data monitoring practices
Method for Monitoring Effectiveness	Principal Conferences
Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Moderate
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in	Julie Sharpe, Evaluation technical assistance provider for Georgia Family Connections Partnership.

Action Step # 3

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	Julie Sharpe, Evaluation technical assistance provider for Georgia Family Connections Partnership.

Action Step # 4

Action Step	Engage families in disciplinary interventions, and provide targeted parent workshops to reinforce school expectations for a positive climate.
Funding Sources	Title I, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Workshop schedule and artifacts
Method for Monitoring Effectiveness	Improved discipline
Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Moderate
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	Julie Sharpe, Evaluation technical assistance provider for Georgia Family Connections Partnership.

Action Step # 5

Action Step	School guidance counselors and GAP staff work to implement the comprehensive guidance plan. Contract for supplemental mental health counseling and evaluative services.
Funding Sources	Title I, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Comprehensive guidance plan
Method for Monitoring Effectiveness	Counselors evaluation instrument
Position/Role Responsible	Director of Administrative Services
Evidence Based Indicator	Moderate
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	Julie Sharpe, Evaluation technical assistance provider for Georgia Family Connections Partnership.

Action Step # 6

Action Step # 6

Action Step	Provide mental health counseling and behavior management support as needed.
Funding Sources	Title I, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Schedule for contracted services
Method for Monitoring Effectiveness	Improved discipline
Position/Role Responsible	Director of Administrative Services
Evidence Based Indicator	Moderate
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	Julie Sharpe, Evaluation technical assistance provider for Georgia Family Connections Partnership.

Action Step # 7

Action Step	Employ front gate attendant to promote school security at the high school
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless

Action Step # 7

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Contact monitoring log.
Method for Monitoring Effectiveness	GEMA Security evaluation.
Position/Role Responsible	Bob Dechman, Assistant Superintendent for Federal Programs
Evidence Based Indicator	Demonstrate a Rationale
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	Casey Cope, GEMA safety consultant.

2. DISTRICT IMPROVEMENT GOALS

2.3 OverarchingNeed # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve the quality of mathematics instruction
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Many students lack grade appropriate prerequisite skills, especially numeracy, content related literacy skills, and computational thinking.
Root Cause # 2	District math faculty has experienced turnover and transition.
Goal	By the end of the 2019-2020 school year, the percent of students scoring at the proficient level or above on state math assessments will increase by 3%.

Equity Gap

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

Action Step # 1

Action Step	The district will hire a curriculum coordinator to provide professional learning in math.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in forms and meeting agendas will list training topics.
Method for Monitoring Effectiveness	Georgia Milestones, universal screener data, and passing class averages
Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

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

Action Step # 2

Action Step	Implement New Teacher Induction and peer mentoring program to provide support for teachers in new job roles or that are new to the system.
Funding Sources	Title I, Part A SIG Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 2

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Mentor logs and sign in sheets
Method for Monitoring Effectiveness	Georgia Milestones, universal screener data, passing class averages, and teacher perception surveys.
Position/Role Responsible	New Teacher Induction Coordinator
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

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

Action Step # 3

Action Step	Hire instructional coordinator for Bishop Hall Charter School to support curriculum initiatives.
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation	Quarterly reports of activities to LEA and Bishop Hall Charter Board
Method for Monitoring Effectiveness	Georgia Milestones, and universal screener data.
Position/Role Responsible	Superintendent
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

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

3 Required Questions

Required Questions

Stakeholder Involvement to Improve and Coordinate Activities

| In developing this plan, briefly describe how the district sought advice from individuals and organizations [teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a district that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II, Part A] regarding● how best to improve the district's activities to meet the purpose of Title II, Part A;
● and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA 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 III, Part A; Title IV, Part A; Title IV, Part B) and activities being conducted in the community. | The Assistant Superintendent for Federal Programs is responsible for engaging stakeholders in the annual update of each part of the CLIP. In the spring of each year, parent input on the revision of the District Family Engagement Policy is gathered, beginning with the spring meeting of the System Parent Advisory Council (PAC) held in March. PAC members, Parent Involvement Coordinators, and administrators from each school come together for a district meeting to review system and school plans implemented during the current year. Goals and performance data are summarized for all PAC members, so that they can respond to requests for their feedback. PAC members are asked to provide specific input on issues they would like to see added to the plan. Following the PAC meeting, input is solicited from stakeholders at the school level. Parent Involvement Coordinators host small group feedback sessions to gather input and make updates to school and district plans (SIP, FEP, Compacts). The Assistant Superintendent for Federal Programs surveys stakeholder groups, including parents, community members, and teachers to identify needs and gather suggestions on how best to meet the purpose of Title IIA program and to best coordinate these activities with other federal programs. Survey data is combined with feedback from school and district meetings to update the system CLIP during the early summer of each year. Outreach efforts are specialized for parents of students in the Migrant education program and students identified as English Learners. MEP and EL teachers invite their students' families to a spring family night, during which the families are provided the opportunity to give input on district and school plans for continuous improvement. Teachers ensure translated copies of district and school surveys are provided in the language requested. District departments ensure outreach to parents of students experiencing homelessness, those in foster care, and students with disabilities to include them in the annual needs assessment and plan revision process. This policy is submitted to the local Board of Education for approval in June or July. The CLIP is to be submitted to the GADOE on or before July 31 each year. |

Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	The district monitors student scheduling to ensure that low-income and minority students enrolled in Title I schools and or programs are not served at disproportionate rates by ineffective teachers, out of field teachers, and or inexperienced teachers. The district uses the Teacher Keys to evaluate instructional staff. During the 2018-2019 school term, zero teachers were rated as ineffective. The district has professional learning structures in place to support new, inexperienced, and out of field teachers. The New Teacher Induction program pairs teachers with veteran teachers for their first two years in the district to provide specific support for curriculum and instruction and school based procedures. Student schedules are examined to ensure that they are not placed with ineffective teachers, out of field teachers, and or inexperienced teachers for two consecutive years.

Professional Growth Systems

Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include: • how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy; • how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded; • how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time); • how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and • what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes.	Within the Thomas County School System, there are several forms of data used to identify teacher and student needs, and to inform decisions related to professional development. These include Milestones data, screener data, classroom assessment data, teacher surveys, teacher feedback from professional learning sessions, classroom observations, and collaborative planning meetings. This data is used to design and modify instruction and assessments, and to plan for remediation and/or acceleration. Professional learning is designed based on observed needs (determined from teacher feedback, teacher surveys, and classroom observations). There are district policies in place that provide sufficient time and resources to ensure professional learning is sustained, ongoing, and job-embedded. The system curriculum department serves to support teachers through the use of content-area specialists. Collaborative groups/professional learning communities are active in all schools. There is embedded technology training from Digital Learning Specialists at each school, and GSuite for Education training was offered to a cohort of teachers, along with an incentive for becoming Google Certified. Each summer, there is a robust schedule of professional learning planned, and teachers who participate receive a stipend for their work. During the school year, teachers are provided release time to work with each other and members of the curriculum department on improving instruction and assessment, and to attend various professional learning sessions. Leaders in the district attend various trainings including GAEL, GACIS, and GSSA-sponsored events, as well as local RESA trainings, in order to build their capacity for facilitating professional development. We are moving towards evidence-based professional learning that aligns with ESSA's definition by

Professional Growth Systems

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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 - Yes or No? [ESSA Sec. 1112(e)(1)(B)(ii)]	Yes. Thomas County is a Strategic Waiver system and it exercises flexibility with regard to certification requirements. § 20-2-108, 20-2-161.2, 20-2-167a,3, 20-2-200, 20-2-201, 20-2-204 and SBOE rule 160-3-3.04, 160-4-3-.14

PQ – Waiver Recipients

PQ – Waiver Recipients

If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:1. for all teachers (except Special Education), 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). [Note that in Georgia certification requirements for Special Education CANNOT be waived. All Special Education teachers are required to hold GaPSC special education certification that is in-field for the course to which the teacher is assigned. 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)]	Certification is waived for all teachers, except Special Education teachers and ESOL teachers. Even though certification is waived for all staff except special education and ESOL teachers, the district endeavors to hire certified teachers and works toward having all teachers professionally certified by GaPSC.

PQ – Minimum Qualification

If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]	Thomas County requires staff members to document minimum professional qualifications based upon the subject and grade level of their instructional assignment. Minimum qualifications can be established by having earned a Bachelor's degree in the content or field of instruction, or documented coursework in the content area, or by passing a subject area competency test. In the unlikely event we hire a staff member that does not meet the professional qualifications at the time of hire, we will compose a remediation plan that outlines steps to attain the required professional qualification.

State and Federally Identified Schools

Describe actions the district will take to assist its state and federally-identified schools (CSI and TSI) needing support. Include the prioritization of Title II, Part A funds.	Thomas County does not have any schools currently identified as being in need of support (CSI or TSI). In the event that a school is placed on such a list, the district would provide support with data analysis, curriculum revision, instructional supervision and monitoring. Targeted professional learning would be specifically designed to ameliorate identified areas of need. Federal funds, including Title IIA funds specifically, would be prioritized to support

State and Federally Identified Schools

Describe actions the district will take to assist its state and federally-identified schools (CSI and TSI) needing support. Include the prioritization of Title II, Part A funds.	the professional learning needs of teachers and administrators at the identified school.

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. | Recognizing that career concepts must be tied to academic skills, all programs are required to integrate literacy standards in their courses. High school teachers utilize the RACES or CSET format to guide the writing process. Teachers are also required to incorporate academic vocabulary and document all literacy and vocabulary activities in their lesson plans. Math and science concepts are integrated into instruction, and CTAE teachers work to provide examples of how math is used in the real world. All teachers are required to document at least one cross-curricular lesson in which an academic course standard is directly tied to an elective standard and collect evidence of student work. In addition to classroom-based instruction, all CTAE programs participate in their Career Technical Student Organizations. These organizations help teachers strengthen the academic and technical education components of their programs through integrated lessons and competitive event preparation. Employability skills are emphasized and developed across the curriculum in grades k-12. Topics such as work ethics, accuracy, doing one's best, following directions and task completion are discussed as teachable moments arise in daily instruction. At the elementary and middle school levels, students displaying good work ethics are recognized as Character Kids. CTAE activities are implemented in grades 5-12 and are supported through classroom guidance activities at other grades to develop employability skills. At the middle and high school levels, employability skills are specifically taught in CTAE courses and are also reinforced through monthly advisement sessions at the high school. Career interest lessons are supported by the guidance department in grades 1-5, specifically through grade-level career fairs and in-class activities. Guidance counselors also facilitate the use of YouScience and GCIS portal resources to develop career awareness.

In collaboration with local workforce development boards, such as the Chamber of Commerce and the Thomas County Development Authority, the district provides several opportunities for students to explore in-demand occupations. Events such as career fairs, job shadowing, industry tours, guest speakers and advisory committee meetings help instructors plan activities that are geared toward career skill development and attainment.

The district employs a full-time work-based learning coordinator. The coordinator conducts advisory committee meetings, attends Chamber of |

CTAE Coordination

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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.	Teachers and administrators use an MTSS approach to resolving situations in which students have repeated behavior infractions. Parent conferences are an important part of this process, at the teacher and administrative levels. Whenever students have multiple disciplinary infractions, administrators involve appropriate district personnel to provide classroom management, counseling and behavior management training and support. Annual school and district improvement processes include data analysis and examination of disaggregated data reports.

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: • coordination with institutions of higher education, employers and local partners; and • increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and	In the spring, rising 9th grade students complete their individual graduation plans and tour the high school campus. Student groups are facilitated by student government representatives with the assistance of the guidance staff. Open house events are offered to inform parents of available programming and advanced course work opportunities. High school students are informed of dual enrollment and AP courses during the spring academic advisory period. Open house events are hosted to inform parents about available programming and the steps required for student participation. College campus tours organized periodically by guidance departments. Business tours are also part of transition planning for students with disabilities.

Middle and High School Transition Plans

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Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.	Each spring, the district primary school advertises new student enrollment activities. At this time, the district collects enrollment packets for 3 year olds, 4 year olds and 5 years in order to plan for the upcoming school year. School tours and open house events allow local day care providers to familiarize students and families with our primary school. The district also maintains collaborative agreements with Thomas County Head Start to support the Babies Can't Wait program to support transition of participants to local elementary school programs.

Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.	District and school administrators worked with parents and teachers to determine eligibility requirements based on multiple academic selection criteria. Currently only one school, the Renaissance Center, implements a targeted assistance program. It was determined that all students enrolled in the Renaissance Center will be considered for eligibility. The process for identifying Title I targeted assistance students will be based on a needs based point system in consideration of being previously retained in a grade, special education needs, Lexile scores, previous EOG or EOC scores, PSAT scores, and formative and summative teacher assessments.

Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following: • Title I schoolwide schools; • Targeted Assistance Schools; and • schools for children living in local institutions for neglected or delinquent children.	Grade-band schools serving students in grades K-8, and the locally sponsored charter school implement Title I school-wide programs. This alignment allows the district to implement instructional programs systematically throughout the system, though strategies may vary by school level. The Renaissance Center for Academic and Career Development implements a Title I targeted assistance program. Remediation, reinforcement, and readiness assistance are offered through intervention periods during the school day, after school programs and summer school sessions for students in grades K-8 who are at risk of failing ELA, reading or math. The coordination of services provided by federal funds affords each student a higher likelihood of success than would otherwise be possible. Instructional support is provided to raise student achievement, particularly in the areas of ELA and math. Services include: • Use of paraprofessionals to assist in classroom instruction. • Reduced class sizes to improve student achievement in targeted grades and specific subjects by allowing for small group and more individualized instruction • Pullout services when appropriate. • "Push-in" and "sheltered" models where appropriate. • ESOL services. • Migrant services. • Computer assisted instruction (Odysseyware). • Accelerated Math and Reading. • Core Academic Instruction. • Professional learning focused on teacher needs to strengthen core academic instruction. Credit recovery is offered for high school students through the use of A+, Desire 2 Learn, and Georgia Virtual School Credit Recovery and through summer school. Remediation, reinforcement, and readiness assistance are also offered to high school students during before and after school sessions. The high school will continue to use a seven period day. A wide array of vocational programs are available to the high school students including health occupations, business, technology, media, agriculture, automotive, childcare, and construction through the PREP (Preparing for Relevant Economic Pursuits) Academy. Student progress is measured throughout the school year using benchmark assessments and universal screeners such as DIBELS, DIBELS math, Reading Inventory, and Flow 360. Data is collected and shared with parents in conferences and by way of the student profile sheet that is sent home quarterly. Student achievement is discussed through student-led conferences. Feedback is provided for students and parents through the use of progress reports, report cards, portfolio assessments, student work sent home to parents, and Infinite Campus Parent Portal and end of 9 weeks data sheets. All curriculum guides are correlated to GSE objectives. Textbooks are correlated to the state standards.

Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following: ● Title I schoolwide schools; ● Targeted Assistance Schools; and ● schools for children living in local institutions for neglected or delinquent children.	QBE funds are used to fund the programs and staff required by QBE. In addition, federal funds will be used to supplement QBE funds in order to reduce class size, provide professional learning, and provide additional instructional materials. Title II A funds will be used to provide professional learning to teachers. Title I funds will be used in a supplementary manner to further reduce class size and to provide additional support services including instructional technology specialists, academic coaches, and parent involvement coordinators. Schools also use Title I funds to purchase high-quality, evidence-based material to supplement the materials supplied through local and QBE funding. EL students will be served using three different models depending on student need: pull-out, inclusionary support, and self-contained. Two certified ESOL teachers are funded locally. The system uses the Title III program to provide additional support to ESOL instructors and supplemental materials to EL students. Migrant students are also provided services by a certified teacher and the Region 2 Migrant Education Agency. There is some overlap between ESOL and Migrant services. However, not all ESOL students are migrants and not all migrant students need ESOL services. The Thomas County School System does not have any schools for neglected or delinquent students. The Vashti Center is located within the Thomasville City School District. Despite not having any residential facilities that serve neglected or delinquent youth, we do have a strong Student Support Network. The student services coordinator implements the McKinney Vento homelessness grant program to provide support to students experiencing homelessness.

Title I, Part C – Migrant Intrastate and Interstate Coordination

Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:● the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students; ● the timely transfer of pertinent school records, including information on health, when children move from one school to another; and ● how the district will use the Migrant Student Information Exchange (MSIX).	The Thomas County Migrant program includes the most up-to-date version of the GADOE Occupational Survey in the district enrollment packet. Additionally, at the beginning of the school year, the newest version of the Occupational survey is sent out with back-to-school papers during the first week. The Enrollment Office sends completed surveys to the Migrant contact as new students register throughout the school year. Every year, the Migrant Program verifies that every enrolled student has a health record on file at the school. Health records are updated upon enrollment for students new to the district. When students move or change schools during the school year, it is reported to the regional office in Lenox. Health record data and departure data are then updated in MSIX by the regional office. The Migrant Program uses MSIX to notify other school districts (in and out of state) that a Migrant student has just entered their school district. Thomas

Title I, Part C – Migrant Intrastate and Interstate Coordination

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Title I, Part C – Migrant Supplemental Support Services

1. Describe how the district (Direct Funded and Consortium in coordination with ABAC MEP staff) will provide academic instructional support and outreach activities:ul 2. to migratory preschool children 3. to out-of-school youth and drop-outs/ul 4. Describe how the district (Direct Funded and Consortium in coordination with ABAC MEP staff) will provide outreach activities (coordination with other educational programs, health services, nutrition programs, and social services) to migrant families, out-of-school youth, drop-outs and preschool children during the regular school year and summer.	The Thomas County Migrant Program enrolls 3 year olds and Preschool children in the 3 year old Preschool program at Hand in Hand. Should a parent choose not to participate or if the program is full, the 3 year old or Preschooler will be served according to the family's and the teacher's schedule, typically a one-hour session every other week. Thomas County implements a tutoring program to support qualified MEP students during classroom instruction on a weekly basis. Tutoring is supplemented by offering after school support as well as summer enrichment programming to assist MEP students in achieving their full potential. Out of School Youth (OSY) and drop outs (DO) are served in English classes or GED classes as requested, based on the youth's and teacher's schedule. The Thomas County Migrant program hosts family night events in the fall and spring each year. Programming is shared with families to teach them how to interact with their children's school and maximize student learning. Thomas County Migrant staff assist families throughout the year by coordinating support as needed.

IDEA Performance Goals

| Describe how the district will meet the following IDEA performance goals:
• **IDEA Performance Goal 1:** Improve graduation rate outcomes for students with disabilities; | Thomas County offers two transition programs to support our SWD- Project Search (PS) and Project Choice (PC).

PS is a collaborative partnership with Archbold Medical Center, Vocational Rehabilitation (VR) and Thomasville City Schools. PS students complete three internship experiences during the school year at Archbold Medical Center. PS provides the job readiness skills our students need for employment. We are fortunate that several of the current supervisors in several hospital departments are former PS students.

PC is a partnership with our local technical college. SWD who are on track with their credits may take courses at the technical college during their senior year. We pay for the courses and provide teacher support while the student is at the technical college. Many of our students earn certificates in programs such as cosmetology and welding.

The PC coordinator also works with the coordinator of High School High Tech. We take our students on industry and college tours every year.

Additionally, both transition specialists work closely with Vocational Rehabilitation (VR) staff to get our students added to their caseloads for additional supports. We are consistently working with VR and Easter Seals to provide additional trainings for our students- Driver's Ed, job readiness, and work based learning. Our Post-Secondary Survey data shows that more of our students are getting jobs and/or continuing their educational training.

The Special Ed. Director meets with the transition specialists monthly to discuss needs and concerns. Thomas County's transition team, which includes the Special Ed. Director, meets with VR staff monthly in order to ensure smooth coordination of services. Special Ed. Director redelivers professional learning topics from GADOE and GLRS meetings that relate to transition and graduation rate. Regularly scheduled meetings throughout the year also include review of student academic schedules as they monitor progress toward graduation and plan for transition.

Our transition specialists also beat the pavement to find job placements for their students. We don't always rely on the outside agencies. They have also created a resource box that contains information about transition and resources available from outside agencies for every school, so we are not waiting until our students are 16 to talk about transition. When we complete the Post-Secondary survey each year, we also diligently encourage our former students who are not employed to return to school or reach out to VR for additional support.

We provide professional learning opportunities for teachers of SWD to attend GADOE, GLRS, MTSS, and Special Ed. conferences related to graduation rate and post-secondary outcomes. Ideally, if funds allow, we will pay our two transition specialists to complete the |

IDEA Performance Goals

	transition endorsement through Middle GA RESA. High school case managers work with their SWD to encourage them to not only take CTAE courses, but also to complete a career pathway while in high school. Teachers of SWD work closely with guidance counselors to review individual student graduation plans. Counselors discuss student results of YouScience aptitude assessments with students as they plan for graduation and CTAE courses. We also have procedures in place for teachers to monitor grades and intervene earlier when students are failing a course so that we can decrease the number of SWD who fail a course. We are working to provide professional learning for teachers on specialized instruction; targeting inclusion and resource teachers. The curriculum department regularly includes Special Ed. teachers in ongoing content related professional learning and vertical alignment planning events during the school year and the summer term.

Describe how the district will meet the following IDEA performance goals: ● **IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;**	Thomas County serves many of our 3 year old SWD in an inclusive setting. Our faculty and staff pay the local rate for childcare and their children attend the program and serve as typically developing peers for SWD. The students are served at Hand-in-Hand Primary (our PK-K site) all day, five days a week. A full time "teacher" and the special education teacher teach together in an "inclusion" setting. Our SWD interact with typical developing peers all day long. This is just one of the many benefits for our students and families. We also provide inclusion support for students in our Georgia pre-k classes, and offer several small group classes for preschool children whose IEP teams determine they need this type of service. Because HNH has such a strong reputation of supporting SWD, parents always want their children in the 3 year old program. Currently, we don't have any students in community sites other than Head Start. However, we do collaborate with our child care providers when a need arises with a student. We provide as much support as the student needs. Sometimes we consult and other times we encourage parents to make a referral. The Special Education Director meets with the pre-school coordinator and Hand-in-Hand Primary Principal on a regular basis to make sure our students' needs are being met. The Special Education Director also meets with the Head Start Director to ensure continuity of services. The Special Education Coordinator provides training to local daycares and community pre-school sites on a variety of topics each year. We make sure our community members know how to make referrals and get support for our students in need. We also provide professional learning opportunities for our teachers of SWD

IDEA Performance Goals

Describe how the district will meet the following IDEA performance goals: • IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;	to attend conferences related to the social and emotional growth of pre-school aged students. Our pre-k parents are invited to any training our department offers including transition. Some of the trainings are school based and some come from our department. Thomas County uses are variety of screeners such as checklists and norm-referenced assessments. We advertise regularly in the community. We also provide Child Find brochures that are placed around our community. We communicate and provide information on a regular basis to our community stakeholders such as doctor's offices, pre-school programs and daycares. We are constantly working to increase the number of preschool SWD served in a regular classroom by having a continuum of placements available. We have a local pre-k class that is often available to SWD, even if they have already attended lottery pre-k. Some students benefit from additional time in pre-k to work on readiness skills. We also work with our L4GA partners to provide instruction and support to parents of children ages birth to 5 in our district.

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;	We provide training to our special education teachers throughout the school year. Special education teachers are paid to work an additional day of pre planning, during which we work on paperwork and provide training on changes to policy and procedures. We also meet in departmental meetings throughout the school year to provide more in depth training on specific policies/procedures and resources available for students. We use GO-IEP to identify teachers who need additional assistance using the reports in GO and information from those who serve as LEA representatives in IEP meetings. This year we are focused on improving the specialized instruction we provide to SWD and improving teachers' understanding of the eligibility process and requirements. Both of these require quality data collection. Data collection is monitored by data notebook checks by the Special Education Director and Coordinators three times each year. We are very fortunate to offer the continuum of services at our schools. We have developed and use many checklists and forms to ensure consistency across schools. For example, before moving a student to a more restrictive setting the IEP team must complete a checklist and ensure adequate data is available to support the change. Our Policies and Procedures Manual is available in both hard copy and electronically for teachers to reference. The Special Education Director continually studies our data. We use all of the

IDEA Performance Goals

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;	data in the GO-IEP dashboard, FTE reports, Student Record, Appleseed, and our local data. We have access to a program called ASHA that helps us with sorting through grades, attendance and behavior. The Special Education Director also pulls reports every month on discipline of the IEP and 504 students. We are constantly looking at the data. The results and areas of concern are addressed with all of our stakeholders. This data helps us plan our professional learning. We also offer an extensive new teacher training. The new special education teachers attend the additional pre planning and a day of training on IEP writing and GO-IEP usage. Then the new teachers meet monthly for the rest of the year to review topics such as LRE, data collection, transition, and other topics as relevant. The Special Education Director works with coordinators to provide this training. All special education teachers receive professional learning each month in their special education department meeting. If there is something that requires more time, the Special Education Director redelivers during the teachers' planning times. Teachers who work with SWD are informed about their accommodations and modifications by having access in GO-IEP, as well as by being provided hard copies of this information from the case manager. Teachers sign off at the beginning of the year that they have received this information. All teachers and bus drivers of SWD who have Behavior Intervention Plans are also provided copies of the BIP. Training is provided to teachers several times each school year on conducting FBAs with fidelity and writing quality BIPs by the Behavior Interventionist. Individual assistance is provided to teachers on this process if needed. Training is also provided for appropriate staff members on de-escalation techniques using the Crisis Prevention Institute program.

Describe how the district will meet the following IDEA performance goals: • IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.	We revise our Policies and Procedures manual annually based on state, federal and local policies. All of the LEAD special education teachers and district office staff work together each summer to update it based on any changes from the federal or state government. The Special Education Director attends trainings from GADOE whenever they are offered and redelivers the information at the monthly LEAD meetings, special education department meetings, and administrative meetings. We will continue our new teacher induction program to support and train our new teachers on policies/procedures and writing compliant IEPs. All new teachers are also provided with a mentor teacher who can assist them with compliance requirements. Assistance is also offered to new teachers from

IDEA Performance Goals

Describe how the district will meet the following IDEA performance goals: • IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.	LEAD teachers and Special Education Coordinators. Continue supervision and monitoring of our policies and procedures by using GO-IEP. Reports are pulled on a weekly and monthly basis to plan ahead and check for compliance. When teachers are out of compliance, there are different levels of support, including an email, a visit from the coordinator, or attending a required technical assistance session offered monthly.

Title IV, Part A – Activities and Programming

Describe continuing and/or new activities and programming, including objectives and intended outcomes, planned for supporting:• well-rounded educational opportunities for all students, if applicable • safe and healthy students, if applicable. • the effective use of technology, if applicable.	Well rounded educational opportunities will be supported by using Title IV funds to provide field trips that extend learning opportunities beyond the classroom. We plan to continue to use Title IV A funds to allow students to participate in approved field trips we implemented last year, including Cheehaw Park and Aunt Louise's farm for Preschool students, and the Black History Museum for students in grades 1 & 2. Additionally, we anticipate seeking field trip approval to using Title IVA funds to allow middle and high school students to tour a regional college campus as part of our well rounded educational initiatives. The district will extend technology resources to the elementary that were deemed successful at the high school level. Providing virtual reality goggles to the high school allowed teachers to enhance classroom instruction with greater rigor and relevance, which is the similar increase we are seeking at the elementary level. The intended outcome of providing field trips and virtual reality goggles is to develop student background knowledge of GSE topics and therefore improve academic achievement on state required assessments. Activities to support safe and healthy student interactions include the continuation of the school-based health care liaison. This SBHCL is a person who facilitates transportation to connect students with timely health care services at the school based health clinic. The intended outcome for the SBHCL is to improve student attendance and have a positive impact on student achievement by reducing absenteeism due to illness. We also intend to continue approved programming to employ a front gate attendant for our high school campus. This attendant is assigned to monitor controlled access to the high school campus and increase external security by making observations and reports. The intended outcome of the front gate attendant is improved security rating and reduced student disciplinary referrals. Further, we will continue to provide contracted services with Georgia Pines counselors to provide additional mental health support and a behavior evaluation consultant. The intended outcome for providing supplemental

Title IV, Part A – Activities and Programming

Describe continuing and/or new activities and programming, including objectives and intended outcomes, planned for supporting:● well-rounded educational opportunities for all students, if applicable ● safe and healthy students, if applicable. ● the effective use of technology, if applicable.	mental health counseling and behavioral evaluation is to assist students in dealing with mental health issues, and therefore reduce instances of disciplinary referrals. Teachers, counselors and administrators will participate in professional learning in the areas of classroom management and communicating behavior expectations, and software that will support behavior management. Additional resources and tools will be provided to engage families in the same area. The intended outcome is to improve safe and healthy school climate and show a reduction in out of class removals for disciplinary infractions. Effective uses of technology will be supported by offering stipends to allow teachers to extend and refine their proficiency integrating educational technology into the classroom and improving their instruction by earning google certification. We will promote teacher participation in this initiative by offering a stipend for successful completion of online training modules and earning a passing score on the google certification test. Additionally, training will include participation in the Georgia ETC conference held in November 2019. This training will assist our district in increasing awareness moving teachers up the Substitution, Augmentation, Modification, and Redefinition (SAMR) continuum. The intended outcome is that instructional technology will be utilized to support student achievement at high levels resulting in increased student engagement and improved student achievement.

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will engage in on-going consultations with original stakeholders as well as any newly formed collaborations with entities that possess a demonstrated record of success regarding the progress monitoring of activities and programming.	The district hosts a System level Parent Advisory Council meeting in the fall and spring of each school year for the purpose of on-going consultation with its stakeholders. The spring plan revision process implemented at the district and school levels also includes feedback sessions with stakeholders. New stakeholders are invited to join these feedback sessions as a routine. Ongoing consultation with community-based stakeholders takes place twice annually. The district solicits feedback and input on the implementation and success of current initiatives. In the spring, stakeholders are engaged in needs assessment processes that will impact future projects in the district.

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

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

Provide a brief description of LEA's success in implementation of FY19 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	The district implemented a comprehensive professional learning calendar for all staff to receive training and ongoing support in their content areas (Equity Gap 1). Calculations of the District Mean Growth Percentile are still pending, but the district saw increased passing rates (proficient or better) on the Georgia Milestones EOG and EOC in each content area. The district considers this to be an effective strategy, and intends to continue to implement this strategy in the coming school term to address Equity Gap 1. The district split funded a curriculum coordinator to lead professional learning and curriculum alignment activities with math teachers at each school in the system (Equity GAP 2). The number of students scoring proficient or above on the Georgia Milestone math test improved in grade 3 by 10%, in grade 5 by 17% and in Algebra 1 by 20%. The district intends to continue to implement this strategy in the coming school term to address Equity Gap 2.