



Comprehensive Needs Assessment 2020 - 2021 District Report



Sumter County

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Torrance Choates
Multiple Program(s)	Federal Programs Director	Gayla Braziel
Multiple Program(s)	Curriculum Director	Walter Knighton
Multiple Program(s)	School Leader (#1)	Marnie Dutcher
Multiple Program(s)	School Leader (#2)	Rosemary Jones
Multiple Program(s)	Teacher Representative (#1)	Cynthia Demott
Multiple Program(s)	Teacher Representative (#2)	Jadedra Gilmore
McKinney-Vento Homeless	Homeless Liaison	Adrienne Davis
Neglected and Delinquent	N&D Coordinator	Gayla Braziel
Rural	REAP Coordinator	Clarietta Pam Fields
Special Education	Special Education Director	Jacqueline King
Title I, Part A	Title I, Part A Director	Gayla Braziel
Title I, Part A	Family Engagement Coordinator	Tracy Barber
Title I, Part A - Foster Care	Foster Care Point of Contact	Adrienne Davis
Title II, Part A	Title II, Part A Coordinator	Clarietta Pam Fields
Title III	Title III Director	Clarietta Pam Fields
Title IV, Part A	Title IV, Part A Director	Clarietta Pam Fields
Title I, Part C	Migrant Coordinator	Clarietta Pam Fields

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant superintendent	Walter Knighton
Multiple Program(s)	Testing director	Clarietta Pam Fields
Multiple Program(s)	Finance director	Natacha Merritt
Multiple Program(s)	Other federal programs coordinators	N/A
Multiple Program(s)	CTAE coordinator	Donald Gilman
Multiple Program(s)	Student support personnel	LaShaunda Thomas, Pam Douglas, Brandi Roland, Tina Cook, Chandra Harden, Teira Wallace, Hollie Walters, Tawana Bettis, Kizzy Clayton, Shirley Waymon, Sabrina Stephens, Kristin Hollis, Haley Champion, Samantha Huiras

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal representatives	April Smith, Sharon Tullis, Renee' Mays, Mae Mills, Cindy Anglin & Kimothy Hadley
Multiple Program(s)	High school counselor / academic counselor	Kimberly Merritt
Multiple Program(s)	Early childhood or Head Start coordinator	Sheila Hambrick
Multiple Program(s)	Teacher representatives	Lakeshia Mann, Brianna Cunningham, Rhonda Dew, Melody Johnson
Multiple Program(s)	ESOL teacher	Christina Walker
Multiple Program(s)	Local school governance team representative (charter systems only)	N/A
21st CCLC	21st CCLC program director	N/A
21st CCLC	21st CCLC site coordinator or data specialist	N/A
Migrant	Preschool teacher	Laura Williams, Hope Bateman
Special Education	Student success coach (SSIP)	N/A
Title II, Part A	Human resources director	Helen Ricketts
Title II, Part A	Principal supervisors	Torrance Choates
Title II, Part A	Professional learning coordinators	Clarietta Pam Fields
Title II, Part A	Bilingual parent liaisons	Clarietta Pam Fields
Title II, Part A	Professional organizations	Carolyn Hamilton
Title II, Part A	Civil rights organizations	
Title II, Part A	Board of education members	Michael Busman, Rick Barnes, Edith Green, Alice Green, Meda Krenson, Sylvia Roland & Jim Reid
Title II, Part A	Local elected/government officials	Mayor James Cutts
Title II, Part A	The general public	Ossie Evans, Bennie Clark, Angela Gilyard, Tomeeka Wilson
Title III	Refugee support service staff	
Title III	Community adult ESOL providers	
Title III	Representatives from businesses employing non-English speakers	
Title IV, Part A	Media specialists/librarians	Jill Youngdale, Dina McCorkle, Vanessa McGuire, Fran George, Layne Tumlin, Maggie Moore
Title IV, Part A	Technology experts	Michael Wilson & Cheryl Fletcher
Title IV, Part A	Faith-based community leaders	

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Madison Smith
Multiple Program(s)	Private School Officials	Ty Kinslow
Migrant	Out-of-School Youth and/or Drop-outs	Daniel Rublero Ventura-Gabriel
Title I, Part A	Parent Representatives of Title I Students	Tomeika Davis, Linda Edge, Candace Josey, Andrea Pace, Charlise Alford, Tawana Reese, Daryl Dowdell
Title I, Part A - Foster Care	Local DFCS Contacts	Lawanna Bateman
Title II, Part A	Principals	April Smith, Sharon Tullis, Renee' Mays, Mae Mills, Cindy Anglin, Kimothy Hadley
Title II, Part A	Teachers	Cynthia Demott, Jadedra Gilmore
Title II, Part A	Paraprofessionals	Wanda Dawn Busbee
Title II, Part A	Specialized Instructional Support Personnel	Pam Douglas, Teira Wallace, Tina Cook, Hollie Walters, Kizzy Clayton, Sabrina Stephens, Shirley Waymon, Uvonda Mitchell
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Dr. Debbie Craven, Dr. Dottie Whitlow, Claire Pierce, Pat Guillory
Title I, Part A	Parents of English Learners	Jesus Amaro

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA personnel	Carolyn Hamilton
Multiple Program(s)	Technical, college, or university personnel	Andrea Ingram, Dr. David Kuipers, Dr. Neal Weaver
Multiple Program(s)	Parent advisory council members, school council parents, Parent- Teacher Association or Parent- Teacher Organization members	Eshonda Blue, Brandi Lunneborg, Cgris Saunders, Rene Smith, David Jenkins, Jerry Lott, Don Porter
21st CCLC	21st CCLC advisory council members	N/A
Migrant	Local Head Start representatives (regular and/or migrant Head Start agencies)	

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Migrant PAC Members	Vicenta Silguero
Migrant	Local farmer, grower, or employer	
Migrant	Family connection representatives	Andrea Ingram
Migrant	Local migrant workers or migrant community leaders	
Migrant	Farm worker health personnel	
Migrant	Food bank representatives	
Migrant	Boys and Girls Club representatives	Jimmy Green
Migrant	Local health department representatives	
Migrant	ABAC MEP consortium staff	
Migrant	Migrant high school equivalence program / GED representatives	
Migrant	College assistance migrant programs	
Neglected and Delinquent	Residential facility(ies) director(s)	
Special Education	Parents of a student with disabilities	Angela Gilyard
Special Education	Parent Mentors	Sharon Reese, Smith
Title II, Part A	School council members	

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	The team reviewed the list of stakeholders. Team members identified individuals to invite to participate in the Comprehensive Needs Assessment development and District Improvement Planning process. The team selected as many stakeholders from the required and recommended stakeholders lists. The team included input from teachers, paraprofessionals, administrators, counselors, academic coaches, district leaders, parents and community members.
---	---

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	The team included input from teachers, paraprofessionals, administrators, counselors, academic coaches, district leaders, parents and community members from various groups (i.e. leadership teams, CTAE Advisory Committee, Migrant PAC meetings, Title I input meetings, Ignite College and Career Academy Board, Family Connections). Input was gathered through face-to-face meetings, surveys (Special Programs, electronic and hard copies; Title I, Title II, face-to-face meetings), and phone conversations.
--	---

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 capacity 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.	1.73
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.	2.07
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.	2.13
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric .Source::TLE Electronic Platform (FY19)	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.03
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.	2.05
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source:: TLE Electronic Platform (FY19)	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	1.97
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
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.	1.95
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source:: TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching

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

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations

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

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching

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

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals

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

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning

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

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers

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

Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives

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

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	1.73
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
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.	2.07

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.	2.13
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6.Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2
7.Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.33
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.07
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source:: </td><td></td></tr>	

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.	2.07
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source:: </td><td></td></tr>	

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.	2.13
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6.Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2
7.Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.33
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.07
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric .Source: TLE Electronic Platform (FY19)	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.08
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.	2.07
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.04
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2.School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.07
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.04
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	1.73
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
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.	2.07
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.	2.13
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.33
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.07
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.08
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.	2.03
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.	2.05
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	1.97
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
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.05
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.	1.95
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.	2.07
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.04
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>The team reviewed various forms of perception data from state and local sources. The team used the High Impact Practice Implementation Rubric: Leadership Team, parent surveys, instructional technology surveys, Georgia Student Health Survey 2.0 and Elementary, Professional Learning Needs Assessment Survey, Exit Interview Surveys and stakeholder input meetings.</p>
<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>From the results of the High Impact Practice Implementation Rubric: Leadership Team, the team reported that overall Team Composition, Vision, Mission and Vision, Meeting Frequency, Attendance, Data-Driven Practices, and Continuous Improvement were Operational. However, School and Stakeholder Communication and Developing Leadership were Emerging. The stakeholder communication needs were echoed through the responses from the stakeholder input meeting and parent surveys. More effective two-way communication between the school system and stakeholders is needed. The technology surveys, professional learning needs assessment and exit interviews reveal that there are many professional learning opportunities provided for faculty and staff. The leaders and teachers are afforded within the district and outside of the district professional learning. This is also reflected in the SI Dashboard data for number and percentage of days teachers are absent due to professional learning. The Georgia Student Health Survey 2.0 and Elementary Surveys reveal data to support students' perceptions regarding school climate and supportive learning environment needs. Survey data shows that elementary level students agree and strongly agree that their environments are conducive to learning. The middle and high school level data indicates that improvements are needed in school climate as well as mental and social health.</p>
<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>The team reviewed various forms of process data from the School Improvement Dashboard, state and local sources. The data includes College and Career Ready Performance Index (CCRPI), School Star Climate Ratings, Leader Assessment of Performance Standards (LAPS), Teacher Assessment of Performance Standards (TAPS), Curriculum Audits, Curriculum and Inventories, and Fidelity Monitoring.</p>

<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>The CCRPI data reviewed shows that the district score for 2018 was 70.9. There is also a positive increase .9 for the 2016 to 2017 school years. However, close analysis reveals that while middle school and high school scores are trending up, elementary school scores are trending down over the 2 year period of 2016 and 2017. While the 2018 elementary score is 68.7 which is higher than the 2 year trend, it has been established that 2018 CCRPI scores cannot be compared to 2016 and 2017 due changes in CCRPI calculations in 2018.</p> <p>School Climate rating data shows a trend of improvement in 2018 from 2016 and 2017. However, 3 of 6 schools in 2018 have ratings of below average. Additional improvements are needed to provide learning environments that are conducive to maximizing student achievement and school improvement initiatives.</p> <p>Based on the 2016-2018 Leader Assessment of Performance Standards (LAPS), leader performance averages are trending down with the 2018 average being the lowest of the 3 years. In addition, these averages are also at least 2 points lower than the state average. Moreover, the School Climate standard has the lowest performance ratings in both the 2018 ratings and the 2019 ratings. While district's LAPS ratings are at least 2 points below the state, Teacher Assessment of Performance Standards (TAPS) ratings reveal that the district's ratings are 1 point below the state in 2018 at 20.57.</p> <p>The district's curriculum audits and curriculum inventories reveal that additional work is needed to improve the leaders and teachers understanding of the processes to accurately align the programs and materials to maximize resources.</p>
--	--

<p>What achievement data did you use?</p>	<p>The team reviewed various forms of student achievement data from the School Improvement Dashboard, state and local sources. The data used included Georgia Kindergarten Inventory of Developing Skills (GKIDS), Georgia Milestones Assessments, ACCESS for ELL's, End of Pathway Assessments, Star Early Literacy, Star Reading, Star Math, and Student Lexile.</p>
--	--

<p>What does your achievement data tell you?</p>	<p>The team reviewed the student achievement data and found that on the Georgia Kindergarten Inventory of Developing Skills (GKIDS), the district improved its scores for English Language Arts from 79.1 in 2018 to 79.8 in 2019. These scores are higher than the state average of 75.4. However, in Mathematics the scores decreased 85.1 in 2018 to 84.1 in 2019.</p> <p>Georgia Milestones Assessment data analysis in Grades 3-8 shows that the percentage of students performing At-or Above grade level in Grade 3 Reading is trending down with a 2019 percentage of 47 at or above grade level. Moreover, Grade 4 performance (38%) was below 2018 (45%). Grades 5, 6, and 8 are the only grades with 2019 Reading scores above the 2018 scores. Grade 5 is the only grade level that is trending up in Reading from 47% in 2017 to 54% in 2019. When comparing Reading & Vocabulary and Writing, greater percentages of students in Grades 3, 4, 5, and 8 need Remediation according to the Content Mastery domain.</p> <p>In Mathematics on the Georgia Milestones Assessment, Grades 3, 4, 7 and 8 all showed decreases in the percentage of students scoring Level 2 (Developing</p>
---	--

	<p>Learner) and above in 2019. In Science, Grade 5 increased from 53% to 56% Level 2 (Developing Learner) and above, while Grade 8 decreased from 63% in 2018 to 48% in 2019. In Social Studies, both Grades 5 and 6 increased in the percentage of students scoring at Level 2 (Developing Learner) and above in 2019.</p> <p>The high school Georgia Milestones scores in both 9th Grade Literature and American Literature are trending up over the past 3 years in Reading At or above grade level. However, in Coordinate Algebra the scores increased in 2019 from 2018, but in Analytic Geometry the scores decreased from 2018 to 2019. In Science, both Biology and Physical Science scores decreased from 2018 to 2019. In Social Studies, U.S. History scores increased from 2018 to 2019 while Economics decreased.</p> <p>Student Lexile proficiency rate percentages are trending up in Grade 5 and American Literature from 2016-2018, However, in Grades 3 and 8 the proficiency rates are up in 2018 from 2017, but were lower in 2017 than in 2016.</p>
--	---

What demographic data did you use?	<p>The team reviewed various forms of demographic data from the School Improvement Dashboard, state and local sources. The data used included student enrollment, class size reduction, teacher and student attendance, student discipline, retained students, inexperienced leader and teacher, ineffective teacher, leader and teacher retention, human resource capacity report.</p>
------------------------------------	---

What does the demographic data tell you?	<p>Student enrollment data shows a steady decline in students over the past three years. Along with a decline in students, there has been a decline in teachers. When analyzing the resource capacity data, there is a 1:482 counselor to student ratio. In a high poverty district (100%) free and reduced lunch, this ratio is exacerbated due to the multiplicity of student needs.</p> <p>Student attendance has improved in 2019 (96.02% average daily attendance) from 2018 (95.93% average daily attendance). Moreover, the district's federal chronic attendance rate decreased from 4.19 to 4.04. Also as mentioned in the perception data section teacher attendance in showed an improvement in 2016 (67.3%) to (69.35%). However, Professional learning absences also increased from 23.6% in 2016 to 29.29% in 2017.</p> <p>Student discipline data reveals that from 2016-2018 the number of students assigned to ISS for 10 days or less went from 1,309 to 372. In addition, the number of students assigned to ISS more than 10 days went from 232 in 2016 to 15 in 2018. For students assigned to OSS for 10 days or less in 2016 was 524 and decreased to 426 in 2018. The number of students assigned to OSS for more than 10 days in 2016 was 81 and decreased to 29 in 2018.</p> <p>The leader and teacher data showed that the inexperienced leader count went from 5.0 in 2016 to 9.0 in 2018. The affected FTE percentage in 2016 was 33% and 56% in 2018. The district's inexperienced leader FTE percentage at 56% was 19% higher than the state in 2018. Moreover, the inexperienced teacher was 95.6 in 2016 and increased to 104.84 in 2018. Over the 3 year span 2016-2018, the district has more inexperienced leaders and teachers.</p>
--	--

	<p>The ineffective teacher data shows that in 2016 3.74%, 5.3% in 2017 and 1.01% in 2018 of the district's teachers were considered ineffective based on LAPS summative ratings. The number of students affected by ineffective teachers were 551 in 2016, 1,189 in 2017 and 281 in 2018.</p> <p>While teacher retention has remained steady at 86% in 2016, 86% in 2017 and 87% in 2018, leader retention reflects 97% in 2016, 81% in 2017 and 56% in 2018. Leader retention during 2016-2018 was trending down.</p>
--	--

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>As a district, we rated ourselves as Emerging on the Learning and Teaching Standards 1, 2, and 3. There are structures and processes in place to plan for and model quality instruction. However, all processes need to be modified for continuous improvement.</p> <p>Teacher Assessment on Performance Standards (TAPS) data for the past couple of year also indicates that Positive Learning Environment and Academically Challenging Learning Environment ratings are in a downward trend. Differentiated Instruction is a consistently low area on TKES ratings. In addition, even though student achievement has increased slightly in some content areas and grades, overall student achievement is still well below the state's levels. Moreover, CCRPI scores are trending up in the middle and high school levels, but the elementary level is trending down.</p> <p>After reviewing the Inexperienced Teacher data, we found that our district has increased in the number of inexperienced teachers. Providing quality instruction across all classrooms to meet the needs of students is emerging. The large number of inexperienced teachers creates a need for quality professional learning to support their needs to be able to plan and deliver quality instruction.</p>
<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>As a district, we rated ourselves as Emerging on the following standards: Allocation and Management of Resources Standard 1, Governance Standards 1, 2, and 4, Leader, Teacher, and Staff Effectiveness Standard 5, and Planning, Organizing, and Monitoring Standard 2.</p> <p>There are structures and processes in place to plan for and model quality instruction. However, all processes need to be modified for continuous improvement. Various structures and processes at the District and school-levels are in place to promote continuous improvement and develop effective leadership. Leaders participate in a professional learning community with district leaders. However, student achievement results do not indicate effectiveness within the established structures and processes. The District's CCRPI results have been below 70 and inconsistent prior to 2018. At least 80% of students in grades 3rd - 8th are performing below proficient on Georgia Milestones in English Language Arts, Mathematics, Science, and Social Studies.</p>

Strengths and Challenges Based on Trends and Patterns

	<p>All school improvement initiatives begin with establishing a positive district and school climate. School Climate rating data shows a trend of improvement in 2018 from 2016 and 2017. However, 3 of 6 schools in 2018 have ratings of below average. Additional improvements are needed to provide learning environments that are conducive to maximizing student achievement and school improvement initiatives.</p> <p>Based on the Inexperienced Leader data, it also shows that the number of inexperienced leaders has increased over the past few years. In addition, leader retention was trending down from 2016-2018. To mitigate these circumstances, training or leader development programs are needed to provide the leaders with support to increase student achievement. The district's curriculum audits and curriculum inventories reveal that additional work is needed improve the leaders and teachers understanding of the processes to accurately align the programs and materials to maximize resources.</p>
<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>As a district, we rated ourselves as Emerging on the Learning and Teaching Standards 5.</p> <p>The District has identified the following trends and patterns related to professional capacity: there is a trend towards a high number of inexperienced leaders and inexperienced teachers from 2016-2018. The leader retention rate is an area of concern when implementing district and school improvement initiatives. There are District processes for attracting leaders and teachers, however, there is a disconnect between attracting and hiring. There is currently a need for human resources at some levels such as the primary school level.</p> <p>Based on District Exit Interview Surveys in 2018, 91% of the faculty and staff indicated that training opportunities were available to them. The faculty and staff completing the exit survey indicated an average of 74% satisfaction rating on professional learning provided by the District. Even though professional learning is being offered better coordination and monitoring of effectiveness is needed to maximize its benefits to leaders and teachers.</p>
<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>As a district, we rated ourselves as Emerging on the Vision and Mission Standard 2:</p> <p>There are multiple district structures to make families and community members feel welcome, however, the effectiveness of these processes is still emerging. There is a need for additional customer service and diversity training for all faculty and staff. The District does not have structured processes in place to address campus beautification and general maintenance and upkeep of school facilities in a timely manner.</p> <p>The school's family engagement plans and compacts are developed but are not used with fidelity. Each school conducts monthly parent/family engagement</p>

Strengths and Challenges Based on Trends and Patterns

	<p>night/workshops, however, planning and preparation for the meetings were limited. Even though it is a district expectation that teachers make three parent contacts per month, more consistent and effective two-way communication between the school and parents needs to occur.</p> <p>Based on stakeholder input more efforts need to be made to reestablish the trust in the school system.</p>
--	--

<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>School Climate ratings across the district have increased over the past 3 years, however, several school ratings are still below average. Moreover, the average daily attendance rate for the district increased from 95.93 in 2018 to 96.02 in 2019. Also, student discipline data reveals that the number of students assigned to ISS/OSS for both 10 or fewer and 10 or more days has decreased over the past 3 years.</p> <p>Based on State summative assessments, there is a decline in literacy and math scores on the Georgia Milestones in some grade levels. Student performance data indicates that large percentages of students need intervention/acceleration in the area of Literacy and Math. Moreover, the promotion and retention data shows the core classes need to identify and address the students learning needs. Further data analysis indicate there is a need for digital learning opportunities within the core academic classes.</p> <p>Teachers need the training to provide the instruction needed to address student's needs and leaders need professional learning to support the core academic processes and structures.</p>
---	--

<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Over the past decade, the district has had a steady decrease in student enrollment. The decrease is approximately 100 students per year. In addition, there has been a decline in both leaders and teachers over the same time period.</p> <p>The District has identified the following trends and patterns that exist in providing students with access to necessary programs: budgeting, human resources, and scheduling time. The Per Pupil Expenditure data indicates from 2016-2018 the Federal dollars spent per pupil has increased from \$1,087.64 to \$1,562.57. Likewise, the State and Local per pupil expenditures have also increased from \$7,421.71 in 2016 to \$7,878.6 in 2019. Along with these per pupil expenditures the Financial Efficiency Star Ratings increased from a 2 in 2016 to a 2.5 in 2018.</p> <p>The District continues to have a large population of students that need early intervention, remedial, and alternative education services. Therefore, there is a continued need for early intervention, remedial, and alternative education services. The leaders and teachers need to address tier-1 instruction.</p>
---	---

Strengths and Challenges Based on Trends and Patterns

<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Based on GKIDS trend data, the mean percentage of elements meeting/exceeding in ELA increased from 79.1% in 2018 to 79.8% in 2019. This is a .7 percentage point increase. The trend has been up and down in alternating years. The score of 88.1% in 2016-17 is the highest in the past 5 years. The mean percentage of elements meeting/exceeding in mathematics decreased from 85.1% in 2018 to 84.1% in 2019. This is a 1 percentage point inc. The trend over the past 4 years has been improving with 90.0% in 2016-17 being the highest. The greatest increase in content area/strand is Numbers and Operations in Base 10 with a 21.4 percentage point gain from 65.5% in 2015-17 to 86.9% in 2016-17.</p> <p>In Mathematics on the Georgia Milestones Assessment, Grades 3, 4, 7 and 8 all showed decreases in the percentage of students scoring Level 2 (Developing Learner) and above in 2019. In Science, Grade 5 increased from 53% to 56% Level 2 (Developing Learner) and above, while Grade 8 decreased from 63% in 2018 to 48% in 2019. In Social Studies, both Grades 5 and 6 increased in the percentage of students scoring at Level 2 (Developing Learner) and above in 2019.</p> <p>The high school Georgia Milestones scores in both 9th Grade Literature and American Literature are trending up over the past 3 years in Reading At or above grade level. However, in Coordinate Algebra the scores increased in 2019 from 2018, but in Analytic Geometry the scores decreased from 2018 to 2019. In Science, both Biology and Physical Science scores decreased from 2018 to 2019. In Social Studies, U.S. History scores increased from 2018 to 2019 while Economics decreased.</p> <p>Student Lexile proficiency rate percentages are trending up in Grade 5 and American Literature from 2016-2018, However, in Grades 3 and 8 the proficiency rates are up in 2018 from 2017, but were lower in 2017 than in 2016. Student achievement in the core content areas still remains the critical focus of improvement for the district.</p>
---	--

IDEA - Special Education

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

Strengths	Sumter County Schools provides services and supports to students with disabilities who qualify for special education.
-----------	---

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.

	<p>Improved number of IDEA Parent Surveys returned up from two (2) in 2017 and seventeen in 2018 to ninety- seven (97) for 2019. 58% of IDEA parents feel they are considered an equal partner with teachers and other professionals in planning and making decision about their child's special education program in 2019. This is up from 47% in 2018. 65% of parents also feel that at the IEP meeting, the team discussed accommodations and modifications that their child would need. This is up from 59% in 2018. Parents indicated the lowest area for 2019 was the ability of teachers to respect their cultural heritage and show sensitivity to the needs of students with disabilities and their families. This area came in at 53%. Only 53% of parents indicate the ability of teachers to respect their cultural heritage and show sensitivity to the needs of students with disabilities and their families.</p> <p>Staff fidelity monitoring process Student progress monitoring process SMART goal writing</p> <p>Responses to intervention procedures and processes have been put in place and are now systemic. Though MTSS is a genus education initiative, it greatly impacts special education which leads to the over identification of students identified in special education.</p> <p>Systemic SST screening process and screening instruments are in place.</p> <p>Increase opportunities for professional learning and school level technical assistance.</p> <p>Two system-wide parent mentors. A secondary GaPMP Grant was approved for FY20.</p> <p>A systemic process is also place for the development of 504 Plans.</p> <p>The district is no longer disproportionate for FY20. The Correct Action Plan (CAP) was cleared.</p> <p>Fidelity monitoring of systemic processes has improved.</p> <p>New special education teacher coaching.</p> <p>Saturday -school for teachers.</p> <p>GOIEP GAA SID/PID Consultant</p>
--	--

IDEA - Special Education

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

Challenges	<p>All schools had numerous retentions.</p> <p>School level understanding of the variables which contribute to disproportionality.</p> <p>Long standing negative community culture and climate related to Special Education.</p> <p>Limited availability of PO Special Education Teachers.</p> <p>Principals' over- all awareness of the requirements for hiring. Special education teacher attrition.</p> <p>Struggling in Math and EU\ EOG Milestones outcomes.</p> <p>Lack of a systemic grading process (number of grades collected by teachers at various grade levels. Adherence to a Chain of Command process.</p> <p>Responses to Intervention (RTI) procedures are not followed. Though RTI is a general education initiative, it greatly impacts special education which leads to the over identification of students identified in special education.</p> <p>Attendance and behavior are areas of immediate concern.</p> <p>Engaging instructional strategies are needed to promote higher-order thinking skills. There is an immediate need integration of technology and evidenced based interventions Many leaders and teachers need help in the area of communication.</p> <p>Communication with our parents and families is greatly needed. We need district-wide training in diversity and cultural awareness. Communication with various languages is needed.</p> <p>GAA 2.0.</p> <p>GOIEP (Process and operation professional learning</p>
-------------------	---

Title I - Part A - Improving Academic Achievement of Disadvantaged

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<p>The strengths to the general program implementation of Title 1, Part A - Improving Academic Achievement of the Disadvantaged are:</p> <ol style="list-style-type: none"> 1. The funds are used to sustain staffing of core content academic coaches, a 100% district Title I, Parent Involvement Coordinator to support school level parent involvement coordinators, and core content instructional paraprofessionals. 2. Title I, Part A funds also support professional learning, class size reduction staff, intervention teachers and classrooms, instructional technology, instructional supplies, instructional software, expendable equipment, core content supplemental instructional books, extended day programs supplies, staff for After School, Before School, Saturday, and Summer School. 3. Since all of our schools are School-Wide Title I schools, Title I funds have been used to support and enhance the entire educational program of the schools in the district through professional learning activities to support curriculum and instruction as well as to provide supplemental interventions for students.
------------------	--

Challenges	<p>The challenges to the general program implementation of Title 1, Part A - Improving Academic Achievement of the Disadvantaged are:</p> <ol style="list-style-type: none"> 1. The funds are continuing to be cut; although, some are being replaced with Title IV. 2. The additional requirements and responsibilities of the ESSA law which includes increased workload with the newly updated CLIP components, new requirements aligned with parent notifications of Professionally Qualified and ESOL Supplemental Services, requirements to update policies and procedures to ensure compliance with all new ESSA law guidance, and increased research-based/effectiveness documentation of programs and software being purchased using Title I funds. 3. The need to increase parent and community engagement/involvement.
-------------------	--

Title I, Part A - Foster Care

Strengths	There is a current Foster Care Transportation Plan. The district social worker serves as the Foster Care Point of Contact. She works with the Department of Family and Children Services, the transportation director, school administrators, and counselors to ensure the least amount of disruption possible to these learners.
-----------	---

Challenges	It is a challenge to identify foster students that are placed in Sumter County from another county's Department of Family and Children Services agency.
------------	---

Title I, Part A - Parent and Family Engagement

Strengths	There is a district level family engagement coordinator. Each school has a school level family engagement coordinator.
-----------	--

Challenges	<p>Meaningful two -way communication between parents and schools.</p> <p>In a time when textbooks serve as resources, parents are in need of various methods of immediate access to classroom tutorials/resources to help parents to help their students at home to learn and master the state academic standards.</p> <p>Each school level family engagement coordinator also serves as the school counselor which makes it difficult to complete their role as school level family engagement coordinators with fidelity.</p>
------------	---

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

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

Strengths	The Migrant program is fortunate to have two bilingual Student Support Persons who are very dedicated and compassionate with the services they provide to the Migrant families and students. Tutoring services and other supports provided my by the Migrant program have been beneficial in supporting students in getting acclimated to school. In addition, our district is able to provide transportation for Migrant parents to attend the Parent Advisory Council (PAC) meetings; therefore, our Migrant PAC is very strong and active. Our district offers a summer program with certified teachers providing the instruction which promotes greater academic growth for our Migrant students. We were also able to hire former Migrant students to assist in the summer program. High and middle school students participated in Migrant summer camps offered at colleges.
------------------	--

Challenges	Due to severe conditions in various parts of the country, Migrants students have been displaying severe emotional challenges. Some parents are reluctant to allow their children to come to school in fear of Immigration and Customs Enforcement (ICE) may interfere. Several Migrant parents and students are not able to communicate in English. In our small rural county, it is difficult to acquire teachers who are able to speak the same language as many of our students. Parents are rarely available to attend parent/teacher conferences held during the school day due to late or long work hours. The majority of our Migrant students struggle or have great gaps in their knowledge of literacy and numeracy due to constant or frequent relocation. Most Migrant parents do not have reliable transportation to attend to needs that affect their student's education such as, doctors' appointments or school conference/meetings.
-------------------	---

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

Strengths	<p>The strengths to the general program implementation of Title I, Part D- Neglected or Delinquent Children are:</p> <ol style="list-style-type: none"> 1. The students are served in public schools and get the same support from all other federal programs as all other students enrolled in the district. 2. The students at the facility receive an additional allocation, per GaDOE formulaic calculations as a set-aside, that provides funds for additional instruction by PO tutors during extended hours (after, before, Saturday, summer school), instructional supplies, technology, and equipment at the facility to supplement learning while at the facility.
------------------	--

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

	3. Meetings are held to train and help N&D facility leaders to work on budgeting for allowable Title I items for these students based on the need(s) of the students in the facility.
--	---

Challenges	<p>The challenges to the general program implementation of Title I, Part D- Neglected or Delinquent Children are:</p> <ol style="list-style-type: none"> 1. There are frequent site manager changes at the facility each year and sometimes multiple changes during one year which impacts ongoing relationships between the district and the N & D facility. 2. The students housed at the facility have challenges that include but are not limited to, social, emotional, and behavioral. 3. The collaboration between the school district and facility experience challenges in communication by phone or email due to frequent shifts in roles and positions within the N&D facility, as well as, changes in the contact numbers (work cells), the automated phone system that does not allow for voice mails to be left for the current N&D contact so multiple attempts to make contact have to be attempted before being successful, staff flexible hours and schedules of the primary contact.
-------------------	--

Title II, Part A - Supporting Effective Instruction

Strengths	Our district has been fortunate to secure content experts who are willing to work with our district to provide professional development and learning to improve students' academic achievement. Our professional learning lab has been updated with new technology to accommodate the 21st century education. We have been able to staff our district with professional qualified candidates. We are able to support teaching and learning by equipping the educators with additional support and resources.
------------------	--

Challenges	Due to economic challenges of poverty in our county, it is difficult to attract the most qualified educators. We have a large number of teachers with less than four years of teaching experience. The high attrition rate is challenging to update new educators to a thorough understanding of the initiatives and previous training of the district. Several of our leaders are fairly new to their position and require more extensive professional development and learning. It is also extremely difficult to offer professional learning opportunities without
-------------------	---

Title II, Part A - Supporting Effective Instruction

	interfering with class instructional time or to obtain qualified substitutes to cover classrooms. In addition, we have a huge number of teachers that would benefit from a mentor teacher, but we are not able to adequately address the demand to accommodate this large number.
--	---

Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and English proficiency. ● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English Learners in the LEA through state and local resources (the state funded ESOL Language Program).

- If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

Strengths	<p>There was a 3% increase of English Learners with a composite score of 3.0 or better on the 2018-19 ACCESS Test from the 2017-18 ACCESS Test.</p> <p>There was at least a 1% increase of English Learners performing at the proficiency level or better in all content areas from grades 3 through 8 on Georgia Milestones Assessment System End of Grade assessment and a 2% increase of English Learners performing at the proficiency level or better in all content areas for high school students on Georgia Milestones Assessment System End of Course assessment.</p> <p>Our English Learners are now being served using the scheduled class model to allow them to be able to express their questions and needs for more/clearer explanation in an environment that is more accommodating. There are specific resources and programs aimed at increasing and improve language acquisition and increasing student growth. All English Learner teachers are experienced and professionally certified in working with English Learners. These teachers regularly participate in professional learning activities that are designed to promote student academic achievement and growth. Our district offers parent night activities specifically for our English Speakers of Other Languages (ESOL).</p>
-----------	--

Challenges	<p>More than 1/3 of the English Learners had a composite score of less than 3.0 on the 2018-19 ACCESS Test.</p> <p>Although there was an increase of English Learners' achievement in all content areas, English Learners performed at least 2% lower in the bench mark grades (3-8) in the English Language Arts content area on the Georgia Milestones Assessment.</p> <p>Due to the diversity of international populations in our demographics, the majority of the English Speakers of Other Languages (ESOL) teachers do not speak the same language as the parents and students. Our ESOL population is</p>
------------	---

Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and English proficiency. • If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English Learners in the LEA through state and local resources (the state funded ESOL Language Program).

- If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

	rapidly increasing, thus limiting the amount of individualized time each student receives. This minimizes the ability to strengthen the working relationship with the students. Several English Learner students have not been making typical or expected growth in their academic classes. There are not enough computers and technology for each English Learner to use when working on individualized practice. Several ESOL parents are not able to communicate in English and are less likely to attend parent/teacher conferences.
--	--

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

Strengths	The Sumter County School District has a homeless set-aside in Title I. The district social worker also serves as the Homeless Liaison. The Homeless Liaison posts the required information regarding the conditions that may qualify a family for being classified as homeless and information is shared throughout the year at meetings. All employees receive training on homelessness at the beginning of the school year. In addition, school registrars and bus drivers receive more in-depth training as they are the on the forefront of meeting parents and/or observing living conditions and pick-up/drop-off locations. If a student returns the Residency Questionnaire with a status of homeless being selected, the homeless liaison follows up with the family. Once positively identified, the student is flagged in Infinite Campus and the family is referred to community resources and offered assistance with hygiene and school kits.
Challenges	Sumter County does not currently receive the homeless grant. It is a challenge to identify homeless students/families who do not self-identify. Additionally, when identified it is difficult to assist homeless families due to the shortage of affordable housing and the lack of a homeless shelter for parents and children in Sumter County.

Title I, Part A - Equitable Access to Effective Educators

Strengths	Professional learning to support & implement programs efficiently& to utilize all components of a variety of instructional and intervention programs; stipends to attend curriculum development and data studies during the summer or beyond contracted hours; literacy training, math training, and other work-related professional development. Each school has Academic Coaches (Numeracy and Literacy) to assist staff with the implementation of curriculum and instruction in each school.
-----------	--

Challenges	Sumter County Schools have challenges to include: allocation reductions; retaining teachers; recruiting, hiring, & retaining high school math & science teachers and special education teachers; attracting teachers and principals to a small, rural town with limited industry, recreational opportunities, & housing.
------------	--

Title IV, Part A - Student Support and Academic Enrichment

Strengths	Our district has fully functioning structures in operation to collaboratively identify the needs of our schools. This collaboration is an Intervention Services Collaborative comprised of school counselors, academic coaches, and other district level staff. The main focus is to improve students' academic growth and achievement.
-----------	---

Challenges	There are several schools in the district that need teachers to obtain additional certifications to address the needs of the student populations. In addition, there is a need to enrich teaching, learning and assessment from early years to post primary to ensure that learners of all backgrounds, ability and gender are equipped with the skills need to participate in our changing world. We need to improve teacher capacity in delivering STEM/STEAM education. There is not enough up to date technology to accommodate all learners for specific individual student needs. We have a large number of students in Tier 2 and 3 of the Multi-Tiered System of Supports (MTSS). There is a need for additional training and development in addressing the needs of students receiving Tier 2 and 3 services. Also, training to address strategies versus evidence based intervention is a great need for our district. Due to frequent relocation of teachers with gifted certification and AP certifications, we are in need of having multiple staff members to receive these endorsements. We also need training beyond endorsement regarding best practices, systemic processes and procedures, Department of Education guidelines and gifted student achievement.
------------	--

Title V, Part B - Rural Education

Strengths	Clear input from various school representatives was given in addressing the needs of the district. We were able to address several needs that plague rural districts such as getting staff members certified for first aid and safety; providing training in working with students in poverty and etc. The district was able to purchase and update safety and surveillance equipment.
Challenges	There are more challenging issues than we have the capacity to address. It is difficult to get consistent, authentic parent and community engagement. The mindset of the community is contrary to the initiatives and needs of the district.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	To improve student achievement in our K-12 core content areas.
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	2

Additional Considerations	There are inconsistent improvements in student achievements in our K-12 core academic areas that leads the district to determine that additional emphasis needs to be placed on improvements in the K-12 core academic areas.
---------------------------	---

Overarching Need # 2

Overarching Need	To improve leader and teacher effectiveness to increase student achievement in K-12 core content areas.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

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 - To improve student achievement in our K-12 core content areas.

Root Cause # 1

Root Causes to be Addressed	The structured curriculum process and expectations were not implemented with fidelity across all schools.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title 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	Lack of consistent implementation of quality Tier-1 instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 2

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

Additional Responses	
----------------------	--

Root Cause # 3

Root Causes to be Addressed	Appropriate interventions to meet the needs of the students are not implemented with fidelity.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title 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 go on to the next grade level not having met promotion requirements.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
----------------------	--

Root Cause # 5

Root Causes to be Addressed	There is a lack of human resources to address a reduction in class size and attrition.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
----------------------	--

Overarching Need - To improve leader and teacher effectiveness to increase student achievement in K-12 core content areas.

Root Cause # 1

Root Causes to be Addressed	Evaluations of leaders and teachers are unreliable and inconsistent.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Root Cause # 1

Additional Responses	
----------------------	--

Root Cause # 2

Root Causes to be Addressed	Inconsistent and unreliable evaluations due to differences in implementation of evaluation instruments.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	
----------------------	--

Root Cause # 3

Root Causes to be Addressed	Leaders/teachers need training and calibration on the evaluation instruments and how to implement with fidelity.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	
----------------------	--



District Improvement Plan 2020 - 2021



Sumter County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Sumter County Schools
Team Lead	Walter Knighton

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

Transfer Title II, Part A to:	
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	

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

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

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	To improve student achievement in our K-12 core content areas.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Appropriate interventions to meet the needs of the students are not implemented with fidelity.
Root Cause # 2	Lack of consistent implementation of quality Tier-1 instruction.
Root Cause # 3	Students go on to the next grade level not having met promotion requirements.
Root Cause # 4	The structured curriculum process and expectations were not implemented with fidelity across all schools.
Root Cause # 5	There is a lack of human resources to address a reduction in class size and attrition.
Goal	Increase the percentage of students scoring at the DEVELOPING LEARNER Level and above by 4 percentage points in all core content areas by the end of the 2019-2020 school year as measured by the Georgia Milestones Assessment.

Equity Gap

Equity Gap	Inexperienced teachers (less than four years of experience)
------------	---

Content Area(s)	N/A
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9
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	Implement standards-based classrooms using student exemplars district wide.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	Lesson plans review, Observations, Focus walks
Method for Monitoring Effectiveness	Unit tests, common formative assessments, benchmark assessment results
Position/Role Responsible	Principal
Evidence Based Indicator	Strong

Timeline for Implementation Others : Daily

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

Action Step # 2

Action Step # 2

Action Step	Implement K-12 Literacy Plan to include: 1. K-6 Benchmark Literacy curriculum units and locally developed 7-12 literacy units with content experts 2. Reading and Writing Across the Curriculum 3. K-12 Implementation of Accelerated Reader Program
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Units/Lesson Plans, Observations, Focus walks
Method for Monitoring Effectiveness	Unit assessments, Local benchmark assessments, Georgia Milestones Assessments
Position/Role Responsible	Associate Superintendent
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly
-----------------------------	-----------

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

Action Step # 3

Action Step	Implement K-12 Numeracy Plan to include: 1, K-5 and 9-12 locally developed core math curriculum units with content experts and Illustrative Math curriculum units in grades 6-8. 2. Reading and Writing Across the Curriculum 3. Karate Math Initiative
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Units/Lesson Plans, Observations, Focus walks
Method for Monitoring Effectiveness	Unit assessments, Local benchmark assessments, Georgia Milestones Assessments
Position/Role Responsible	Associate Superintendent
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

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

Action Step # 4

Action Step	Utilize the district's student progress monitoring platform for Literacy and Mathematics (Renaissance Learning-STAR Reading & STAR Math), district wide quarterly progress checks to gauge students' acquisition of literacy and mathematics concepts and skills.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction
Method for Monitoring Implementation	Progress monitoring
Method for Monitoring Effectiveness	STAR Reading and STAR Math reports
Position/Role Responsible	Intervention Services Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

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

Action Step # 5

Action Step	Utilize Class Size Reduction K-12 (Teachers and/or Paraprofessionals).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction
Method for Monitoring Implementation	Class size reduction worksheets, schedules, Resource Allocation Methodology Plan
Method for Monitoring Effectiveness	Benchmark assessment results, STAR Reading and STAR Math reports, Georgia Milestones Assessments
Position/Role Responsible	Title Director

Action Step # 5

Evidence Based Indicator	Strong
--------------------------	--------

Timeline for Implementation	Quarterly
-----------------------------	-----------

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

Action Step # 6

Action Step	Implement the Multi-tiered Student Supports to address the attendance, behavior and academic needs of students.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Meeting documents, sign-ins
Method for Monitoring Effectiveness	Progress monitoring reports
Position/Role Responsible	Intervention Services Coordinator
Evidence Based Indicator	Moderate

Action Step # 6

Timeline for Implementation	Monthly
-----------------------------	---------

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Sumter County Schools will partner with Chattahoochee Flint RESA and Georgia Learning Resource System (GLRS).
--	---

Action Step # 7

Action Step	Implement Renaissance Learning Programs (Accelerated Reader, Accelerated Math, STAR Assessments, English and Math in a Flash).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Student rosters, Meeting documents
Method for Monitoring Effectiveness	STAR Reports
Position/Role Responsible	Title I Director
Evidence Based Indicator	Moderate

Timeline for Implementation	Others : After each assessment administration
-----------------------------	---

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

Action Step # 7

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

Action Step # 8

Action Step	Utilize district technology specialist to provide programs, practices, and strategies to effectively integrate technology into standards-based lessons
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Time logs, sign-in sheets, agendas, walk-throughs, formal and informal observations, lesson plans, program usage reports
Method for Monitoring Effectiveness	Evaluation forms, surveys, Star Reports, pre-post tests, GMAS, formative and summative assessments, TKES, benchmarks
Position/Role Responsible	Instructional Technology Lead
Evidence Based Indicator	Promising

Timeline for Implementation	Weekly
-----------------------------	--------

Action Step # 8

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

Action Step # 9

Action Step	Provide professional learning to leaders and teachers on the implementation of Grades 6-8 OPEN-UP Mathematics program
Funding Sources	Title II, Part A Title V, Part B
Subgroups	N/A
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Sign-ins, agendas, classroom observations
Method for Monitoring Effectiveness	evaluation forms, student assessment reports
Position/Role Responsible	Director of Professional Learning
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly
-----------------------------	-----------

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

Action Step # 10

Action Step	Provide a well-rounded education and academically challenging learning environments that encourage critical thinking through the integration of Science, Technology, Engineering and Mathematics (STEM) concepts and gifted learning strategies.
Funding Sources	Title IV, Part A
Subgroups	N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Observations, focus walks
Method for Monitoring Effectiveness	Benchmark Assessment Reports
Position/Role Responsible	Associate Superintendent
Evidence Based Indicator	Promising

Timeline for Implementation Quarterly

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

Action Step # 11

Action Step	Provide a Family and Community Engagement Coordinator to support the schools with parent, guardian, and family engagement to support student achievement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 11

Subgroups	Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Sign-ins, agendas, handouts
Method for Monitoring Effectiveness	Survey results
Position/Role Responsible	Family and Community Engagement Coordinator
Evidence Based Indicator	Promising

Timeline for Implementation Yearly

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

Action Step # 12

Action Step	Provide professional learning to faculty and staff on the value of building relationships and parent contribution: ie: welcoming all families, cultural diversity, and communication.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Handouts, sign-ins, agendas, walk throughs

Action Step # 12

Method for Monitoring Effectiveness	Evaluation forms
Position/Role Responsible	Family and Community Engagement Coordinator
Evidence Based Indicator	Promising

Timeline for Implementation	Monthly
-----------------------------	---------

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

Action Step # 13

Action Step	Provide professional learning to faculty and staff on family and community engagement strategies that support student achievement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Handouts, sign-ins, agendas
Method for Monitoring Effectiveness	Evaluations
Position/Role Responsible	Family and Community Engagement Coordinator
Evidence Based Indicator	Strong

Action Step # 13

Timeline for Implementation	Weekly
-----------------------------	--------

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

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	To improve leader and teacher effectiveness to increase student achievement in K-12 core content areas.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Evaluations of leaders and teachers are unreliable and inconsistent.
Root Cause # 2	Inconsistent and unreliable evaluations due to differences in implementation of evaluation instruments.
Root Cause # 3	Leaders/teachers need training and calibration on the evaluation instruments and how to implement with fidelity.
Goal	To improve leader/teacher effectiveness to increase student achievement in core academic areas (English Language Arts, Math, Science and Social Studies).

Equity Gap

Equity Gap	Inexperienced leaders (principals or assistant principals with less than four years of experience)
------------	--

Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9
Subgroup(s)	Economically Disadvantaged
Equity interventions	EI-2 Provide targeted school leader development

Action Step # 1

Action Step	District and school leaders will utilize the GADOE School Leader Team Review Process to implement and monitor the Georgia School Performance Standards, Georgia System of Continuous Improvement Model and district/school improvement plans.
Funding Sources	N/A
Subgroups	N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Sign-in sheets, agendas
Method for Monitoring Effectiveness	Benchmark assessment reports, STAR Reading and STAR Math results
Position/Role Responsible	Associate Superintendent
Evidence Based Indicator	NA

Timeline for Implementation Quarterly

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

Action Step # 2

Action Step	School leaders will participate in a professional learning community (Curriculum, Assessment and Instruction) to implement district initiatives (K-12 Literacy Plan, K-12 Numeracy Plan and Multi-tiered Student Supports for Academics).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 2

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets, agendas
Method for Monitoring Effectiveness	Benchmark assessment reports, STAR Reading and STAR Math results, evaluation forms
Position/Role Responsible	Associate Superintendent
Evidence Based Indicator	Promising

Timeline for Implementation	Monthly
-----------------------------	---------

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

Action Step # 3

Action Step	Provide induction/mentoring program for new teachers.
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Sign-ins sheets, agendas, calendar, walk-throughs, TKES, focus walks, formal and informal observations
Method for Monitoring Effectiveness	Evaluations, surveys, Star Reports, benchmarks, formative and summative assessments, GMAS, TKES, pre-post tests
Position/Role Responsible	Director of Professional Learning

Action Step # 3

Evidence Based Indicator	Moderate
--------------------------	----------

Timeline for Implementation	Monthly
-----------------------------	---------

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

Action Step # 4

Action Step	Core Content experts will provide job-embedded professional learning to teachers that focuses on hands-on, active learning for students that allows exploration of concepts, building vocabulary and transfer of knowledge to various formats, such as projects and performance tasks.
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Sign-ins sheets, agendas, calendar, walk-throughs, TKES, focus walks, formal and informal observations
Method for Monitoring Effectiveness	Evaluations, surveys, Star Reports, benchmarks, formative and summative assessments, GMAS, TKES, pre-post tests
Position/Role Responsible	Director of Professional Learning
Evidence Based Indicator	Strong

Action Step # 4

Timeline for Implementation	Monthly
-----------------------------	---------

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

Action Step # 5

Action Step	Provide professional learning to teachers on the use of GOIEP and Multi-tiered Support System (MTSS) processes.
Funding Sources	IDEA
Subgroups	Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Sign-in sheets, agendas
Method for Monitoring Effectiveness	Evaluations
Position/Role Responsible	Director of Special Education & Gifted
Evidence Based Indicator	Moderate

Timeline for Implementation	Yearly
-----------------------------	--------

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

Action Step # 5

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

Action Step # 6

Action Step	Provide professional learning to leaders and teachers on implementing appropriate Co-teaching models.
Funding Sources	IDEA
Subgroups	Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Sign-in sheets, agendas
Method for Monitoring Effectiveness	Evaluations
Position/Role Responsible	Director of Special Education and Gifted
Evidence Based Indicator	Strong

Timeline for Implementation	Weekly
-----------------------------	--------

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

Action Step # 7

Action Step	Leaders and teacher will participate in "Book Study" using the book entitled Clarity for Learning facilitated by a content specialist.
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Observations
Method for Monitoring Effectiveness	Benchmark Assessments, Georgia Milestones Assessment
Position/Role Responsible	Associate Superintendent
Evidence Based Indicator	Promising

Timeline for Implementation Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Sumter County Schools partners with Chattahoochee-Flint RESA, South Georgia Technical College and Georgia Southwestern University to implement district initiatives. More specifically, leaders and teachers from Sumter County Schools will participate in the Book Study with a content specialist through Chatt-Flint RESA and district collaboratives.
--	--

Action Step # 8

Action Step	Credentialed leaders will participate in Inter-rater reliability training.
Funding Sources	N/A
Subgroups	N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	District developed TKES/LKES participants timeline document, sign-in, agendas
Method for Monitoring Effectiveness	TKES/LKES Reports

Action Step # 8

Position/Role Responsible	Superintendent
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly
-----------------------------	--------

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Sumter County Schools will partner with Chatt-Flint RESA and/or GaDOE to provide training.
--	--

4. REQUIRED QUESTIONS

4.1 Stakeholders, Serving Children, PQ

Required Questions

Stakeholder Involvement to Improve and Coordinate Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	<p>In May, the District Leadership Team (District leaders, Principals and Assistant Principals met to develop the improvement planning process and timeline for the team. Principals led their school leadership team (administrators, academic coaches, teachers and paraprofessionals through our needs assessment and improvement planning process to review data and share their input towards the district's Comprehensive Needs Assessment.</p> <p>The District Leadership Team met for 3 days in June to develop the District's Comprehensive Needs Assessment. Stakeholders (parents, community members, and teacher representatives were invited and attended the sessions. Also in June the District Leadership Team members attended the local Family Connections meeting and gathered input from community stakeholders on district needs.</p> <p>During June and July the team members met with various groups and individuals to share district data and gather information for the Comprehensive Needs Assessment. During July and August the District Leadership met on several occasions to develop the District Improvement Plan.</p> <p>The Title II director meets and collaborate monthly with other district team members and federal programs directors to identify priorities and monitor progress on the implementation of needs in the district.</p>
--	--

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)	<p>To ensure that low-income and minority children are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, Sumter County Schools adheres to the following practices:</p> <ol style="list-style-type: none"> 1. Hires only professionally qualified teachers 2. Requires principals to review the Mid-Year Personnel Analysis data generated by GaPSC before hiring and scheduling for the following school year <p>At/close to the mid-point of each year (January-March), the principal meets with the Superintendent, Associate Superintendent and the Human Resource Director to review the status of their teacher rosters. The goal is to insure that ineffective and inexperienced teachers are not all placed in one building.</p>
---	---

Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include:</p> <ul style="list-style-type: none"> • how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy; • how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded; • how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time); • how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and • what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes. 	<p>Professional Learning Communities have been established at the district and school levels. The PLC's will continue on a weekly, by-weekly, monthly and quarterly basis. Surveys will be utilized to determine immediate needs geared toward implementing research-based best practices. Agendas, minutes, and Sign-In Sheets will be turned in after each session. Follow-up Focus Walks will monitor implementation, teacher effectiveness, and student engagement. Increased opportunities for promotion and career growth will occur through off-site professional learning providing learning time for teachers and supports the development of professional learning community networks. Teachers will have the opportunity to network, learn from educational experts, reflect on best practices, and actively engage in learning while practicing new skills with the experts. The professional learning available to teachers and support staff will further develop teacher leaders and build sustainable capacity in the building.</p> <p>In addition, job-embedded professional learning will occur through on-site professional learning to maximize learning time for teachers and support the development of professional learning communities (PLC). Teachers will have the opportunity to collaborate, conduct peer observations, receive timely feedback, reflect on best practices, and actively engage in learning while practicing new skills in a supportive environment.</p> <p>Off-site professional learning will be provided for leaders and teachers. Off-site professional learning provides learning time for leaders and teachers and supports the development of professional learning community networks. Leaders and teachers will have the opportunity to network, learn from education experts, reflect on best practices, and actively engage in learning while practicing new skills with the expert.</p>
--	--

PQ – Intent to Waive Certification

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

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> 1. for all teachers (except Special Education service areas in alignment with the student's IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Certification is waived for all teachers except Special Education.</p>
--	---

PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>Potential candidates must meet the following minimum requirements:</p> <ol style="list-style-type: none"> 1. Clearance Certificate 2. Bachelor's Degree -- Note of Exception: CTAE will either hold a bachelor's degree or have a minimum of 3 years' experience in the field they are teaching.
--	---

State and Federally Identified Schools

State and Federally Identified Schools

Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.	Sumter County Schools does not have any state and federally identified schools.
--	---

CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:</p> <ul style="list-style-type: none"> • coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and • work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. 	<p>In Sumter County, we feel that Career, Technical, and Agricultural Education is a key element in preparing students for career transition and work force development. For this reason, CTAE curriculum is taught through many instructional strategies including career activities in the classroom, guest speakers, field trips, and career days for all schools.</p> <p>Counselors at each school in the district provide career awareness activities for all students. Counselors work to ensure HB 713 is followed by presenting all 5th and 8th grade students with the opportunity to create a career portfolio. In high school CTAE courses, standard 1 for all courses reads, "Demonstrate employability skills required by business and industry"; this enables all CTAE instructors to require students to research a career and create a resume and cover letter during the course.</p> <p>Work-based learning also plays an integral part of career education Americus Sumter High School. The WBL Coordinator works closely with the Americus-Sumter County Chamber of Commerce and local industry leaders to provide real-world experience to students enrolled in the WBL program. The WBL Coordinator also provides career counseling and training. Many teachers invite the WBL Coordinator into their classroom to provide job skills lessons and training.</p> <p>In analyzing CTAE End of Pathway Assessment Data (EOPA), it was determined that EOPA scores are trending upward. To continue this upward trend, teachers are offered additional support through programs such as edmentum and GMetrixx which offers additional, customized curriculum that overlaps with the standards in the EOPA. To further support the increase in the EOPA scores, activities were conducted which include: updating crosswalks for all pathways based on the course and EOPA standards, identifying and supporting test preparation, revising pacing guides, and aligning curricular resources. The ongoing CTAE Crosswalk Workshops will take place during one of the district instructional days.</p>
--	---

Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>Sumter County School's Board of Education issues policies that govern the overall Code of Conduct for student behavior expectation. Each school has a student handbook that covers the Code of Conduct. The administrators use their schools Code of Conduct when handling infractions.</p> <p>The district has adopted the Alternative Behavior Educator (ABE) which is a program that targets the needs for behavioral education in school systems. ABE provides students of all school ages interactive software that emphasizes the importance of responsible behavior. The program is committed to empower teachers and administrators with the ability to combat dropout rates, disproportionality, number of referrals, and ISS/ OSS assignments. Each school in the system will implement a discipline framework that incorporates the ABE program. Leaders and teachers at the school level will collaboratively review the framework prior to the start of school. During preplanning, the faculty and staff at each school will participate in training of the ABE program. Each school will communicate the framework to parents and students at the beginning of the school year. Each school with implement the discipline framework and monitor discipline data monthly to address any concerns related to disciplinary actions, referrals, in and out of school suspensions, alternative placements and expulsions.</p>
--	--

4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:</p> <ul style="list-style-type: none"> • coordination with institutions of higher education, employers and local partners; and • increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills. 	<p>Americus Sumter High School and District personnel continuously meets with our local institutions of higher education to ensure our students are being afforded early college entry opportunities.</p> <p>? Sumter County Schools has partnered with the local institutions of higher learning including South Georgia Technical College and Georgia Southwestern State University to promote opportunities for student transition and advancement.</p> <p>? Americus Sumter High School students participate in early college opportunities through MOWR.</p> <p>? Advanced Placement courses are offered to Americus Sumter High School students.</p> <p>? Counselors meet with students to determine their career interest.</p> <p>? Middle school students participate in an Open House at the High School.</p> <p>? Middle school students have opportunities to take high school courses while in 8th grade.</p>
---	---

Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>Representatives from Sumter County Primary School (SCPS) participate in an annual kindergarten services coordination panel at which parents of students attending the Head Start Program have an open forum for transition services on the Head Start campus. Each year the students, parents, teachers, and assistants at the Head Start Program are hosted on-site at SCPS for a field trip to orient families to the campus and support the school registration process. Families are invited to apply for the Bright From the Start-funded Summer Transition Program for Rising Kindergarten students during their registration visit and scheduled for a return visit for an academic screening. The program provides extensive coordination of services, which acclimates families to the campus with transportation and navigation of the physical plant, with coordination of after school programs and exposure to the school nutrition program, and provides the structures of the school schedule to include general school rules and parent workshops. Coordination of transition from the primary school to the elementary, elementary to intermediate, intermediate to middle, and middle to high school is very similar in that the counselors support the efforts by planning an annual field trip or parent night to provide the students and their families with the opportunity to tour the campus.</p>
---	---

Preschool Transition Plans

--	--

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.	Not applicable. Sumter County Schools does not have any targeted assistance schools.
--	--

Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following:</p> <ul style="list-style-type: none"> • Title I schoolwide schools; • Targeted Assistance Schools; and • schools for children living in local institutions for neglected or delinquent children. 	<p>All six of our schools, including the elementary schools, middle school, and high schools, are Title I school-wide schools which enables us to implement instructional programs systematically throughout the schools. Instruction is aligned to the Georgia Standards of Excellence. Specific strategies vary by school level. Title I funds will be used in a supplementary manner to:</p> <ul style="list-style-type: none"> * Reduce class size K-12 * Provide additional support services using intervention teachers and paraprofessionals * Technology equipment, software, and other technology resources * Parent Involvement Resources and 50% District Parent Involvement/Family Engagement Coordinator * Purchase high-quality, research-based supplementary materials, kits, consumables, books * Professional Learning Services including travel, lodging, and stipends to support core instruction; school climate; leadership: Consultants, job embedded, conferences, and off-site professional learning events * Supplemental supplies and materials * Administrative Services * Indirect Costs * Family Engagement Services * Homeless Services/Foster/Migrant/ESOL/N&D * After School, Saturday School, Summer School Services <p>If students from any of these groups are identified, appropriate services will be provided.</p>
--	--

Title I, Part A – Instructional Programs

	<p>**The Sumter County School district does not have any targeted assistance schools.</p> <p>Students attending the N&D facility are served in our school-wide schools and have access to all supplemental services and programs (federal and state/local) as all students enrolled in our schools who do not attend the N &D facility. Set Aside funds are utilized and budgeted, after consultation, to provide supplemental supplies and interventions, software, computer supplies, technology, books, and/or expendable equipment to support the educational needs of the students attending the N&D facility.</p>
--	---

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:</p> <ul style="list-style-type: none"> ● the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students; ● the timely transfer of pertinent school records, including information on health, when children move from one school to another; and ● how the district will use the Migrant Student Information Exchange (MSIX). 	<p>Sumter County School district uses the Occupational Survey provided by the MEP Director to identify migrant students. The Occupational Survey is part of every student's back to school information packet and will be completed annually. All new students who register during the school year are also given the occupational survey to complete when they enter throughout the school year. The data entry clerk at each school sends a copy of the occupational survey to the MEP Director. The MEP Director gives the surveys that have been identified to the Student Support Provider or Recruiter to make contact with each migrant family to determine eligibility.</p> <p>Student Support Providers assist eligible migrant families upon their identification with enrollment and withdrawal procedures. Sumter County school system has procedures in place to provide a timely transfer of school records, including information on health, for all students, but particularly for migratory students. The process begins as soon as the parent/guardian provides the school with a formal signed release or by request from the receiving school. Records are faxed to the receiving school. Hard copy is then sent through US mail in a timely manner but in no more than ten calendar days. The system also has a process in place for translation and evaluation of transcripts for Hispanics and other international students. Student Support Providers and LEA will utilize the Migrant Students Information Exchange (MSIX) on records transfer/review procedures and recruitment efforts in order to efficiently and quickly obtain records in order to coordinate services for migratory children.</p> <p>Title I, Part C, ESSA, Section 1304(d) requires states to give "priority for services" to migrant children: (1) who are failing, or most at risk of failing, to meeting the state's challenging state academic content standards and challenging state student academic achievement standards, and (2) whose education has been interrupted during the regular school year. Both of these conditions must exist simultaneously for a migrant child to have "priority for services." Using the GaDOE Migrant Allocation Formula, the system will be able to provide additional services depending on the amount of funding through the following: Student Support Providers, Parental Involvement Coordinator, Certified Teacher(s), Recruiters, translators, and tutors. GaDOE MEP Region 2 will serve as resource to help develop the best service model depending on available funds and resources. Newsletter and other parent information materials will be translated using translated documents from GADOE and other sources. Materials and resources will be made available in native language.</p>
--	--

Title I, Part C – Migrant Intrastate and Interstate Coordination

	<p>Migrant students are evaluated academically like other students in the school system to determine academic needs. All migrant students are eligible for Title I services and receive appropriate Title I services. Migrant students and youth can also qualify for additional services in other federal or local programs and supports and follow the same procedures for identification as all students. Services are provided for preschool children and non-enrolled youth to age 21 by SSPs who travel to the home or work camps to provide educational services. Documentation of student services may be included in in the Google Shared folder between LEA contact and SSPs. MEP funded services, both regular school year and the summer program, are planned carefully and are guided by the Implementation Plans and goals. The programs are observed by the LEA Migrant Coordinator and the GaMEP Region 2 staff utilizing the observation tool provided by GaDOE. The regular school year and summer program are evaluated by the results of the IP plan evaluations (pre/post tests) and the results are used in the CNA process to determine areas of strength and weaknesses, plan for effective instruction, and develop effective goals for IP plans. Comprehensive documentation of all students and programs is kept by the SSPs and includes attendance, academic scores and progress, and services received by the Migrant staff.</p> <p>Specific outreach activities to address the needs of migratory families are provided by the Migrant team. Such activities shall include: informing and helping children and families gain access to other education, health, nutrition, and social services; tutoring in academic core classes; before and after school programs; summer school program; and a migratory Parent Advisory Council (PAC) is provided in conjunction with other Parent Family Engagement Programs. Parent outreach is provided in a language that is understood by the family if at all possible. Parents are presented information on ESOL, special education, gifted, and other educational programs, as needed. Information on health, nutrition and social services is presented using materials from the migrant education agency. Presenters from local agencies such as, the Health Department, DFACS, Colleges and County Extension office may be involved. Depending on Home Language Surveys, school information is sent home in other languages or information on how to receive a translated version is provided to parents. District and school websites have the capability to translate in multiple languages.</p>
--	--

Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.)</p> <p>2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)</p>	<p>Sumter County School's Migrant Education Program (MEP) ensures that all migrant students have access to the same programs that all other students in the district has access including but limited to special programs, extra-curricular activities , and health and nutrition services. SCS staff members across the district will continue to receive awareness training regarding program and service access for migratory children.</p>
---	--

4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: ● Description of your district's procedures ● Specific professional learning activities ● Plan to monitor implementation with fidelity</p>	<p>The district implemented the Active Student Participation Inspires Real Engagement (ASPIRE Self Awareness)) initiative to improve the students with disabilities (SWD) attending Sumter County Schools. The work is ongoing and includes engaging with stakeholders in work groups to review data, a problem solving process, root cause analysis, and establishing targeted needs. Sumter County Schools (SCS) was previously identified as an intensive district and significantly disproportionate in the area of discipline for students with disabilities. Presently the district is no longer identified as intensive or disproportionate but has identified targeted students, developed action plans (ASPIRE SELF-DETERMINATION) that include interventions and strategies that target self-determination and course completion, behavior, co-teaching, and MTSS. General Supervision is provided at the state and local levels by a district Special Programs Director, two Accountability Specialists, Intervention Specialist, Georgia Learning Resources Center (GLRS), and the Department of Education (DOE) Training and technical assistance are provided with goals. Progress monitoring for fidelity of implementation is also conducted. District processes and procedures have been developed, revised, and rewritten. Professional learning is provided and on –going technical assistance is always available at the local level. The district also continues to participate in the Georgia Parent Mentor Partnership initiative. Previously one parent mentor served the dist. Currently two parent mentors</p>
<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include: ● LEA procedures ● Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) ● Staff that will be designated to support the 3-5 population</p>	<p>The district uses an establish Child Find process to identify, locate, and evaluate all children. In the district birth to 21, who are suspected of having disabilities that may result in a need for special education and related services. The school district has the Child Find responsibility for all children suspected of having disabilities, regardless of the severity of those disabilities. This includes but is not limited to all preschool children ages 3-5 who may not be enrolled in a Georgia funded Pre-K and Kindergarten. Including children who have been parentally placed in private preschools or daycare centers outside the district. SCS engages in an annual Child- Find process and activities to inform stakeholders and the public of the Sumter County Schools Child Find process. Sumter County Schools utilizes our Partners in the Early Education of Children with Handicaps (PEECH) program with the district's RESA 9 Chattahoochee-Flint serving as the PEECH fiscal agent. The LEA conducts Annual child find activity is published or announced in the newspaper or other media Provides for screening and evaluation of all children with suspected disability ages 3-21 including:</p>

IDEA Performance Goals:

<ul style="list-style-type: none"> ● Collaboration with outside agencies, including any trainings conducted by the LEA ● Parent trainings 	<p>Children birth through age three Preschool children ages 3-5 Children enrolled in the LEA Schools including Furlow Charter School (locally funded Charter) Children who are suspected of being children with disabilities are screened, assessed, and offered services, if warranted. Sumter's identification and service process focuses on: Children who are suspected of being children with disabilities Highly mobile children, including Migrant children Children who are detained in or incarcerated in jails or correctional facilities Children home schooled Parentally placed private school children, including religious, elementary and secondary levels Screening to determine appropriate educational strategies is not to be considered evaluation Student referrals must be accompanied by documentation of scientific research or evidence based academic and behavioral interventions that demonstrate insufficient rate of progress Exception allowed only when evaluation and/or placement is required due to significant disability (This means severe and obvious) District procedures have been developed, are in place, and fidelity monitoring is implemented and on-going.</p>
<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:● How teachers are trained on IEP/eligibility procedures and instructional practices</p> <ul style="list-style-type: none"> ● How LRE is ensured ● The continuum of service options for all SWDs ● How IEP accommodations/modifications are shared with teachers who are working with SWDs ● Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided 	<p>Sumter County Schools follows and aligns the district's general processes and procedures for FAPE by following the following processes and procedures: FAPE in SCS is inclusive for student's aged 3-21 proving a Full Educational Opportunity. FAPE is provided for students aged 22 in accordance with the State Rule. This is also true for the provision of FAPE within the district stating provision by the 3rd birthday. FAPE is also provided for incarcerated students. FAPE is provided following the definition of "regular high school diploma". Delay of services to SWDs is not allowed. There are allowable Medicaid payment allowances and limitations for skilled nursing and rehabilitation services conducted by licensed practitioners. Notice to parents is giving regarding the use of these benefits and permission is requested. Parents granting of permission is not mandatory. A child will receive serves regardless. Residential placement procedures are in place, if warranted. Also the district's FAPE process provides for the provision of assessable instructional materials. The provision of assistive technology is provided as needed. Provisions are also in place for the home use of assistive technology. An ESY FAPE process is in place. Sumter County Schools ensures that extended school year services are available as necessary to provide a FAPE. Extended school year services must be provided only if a child's IEP Team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child.</p>

IDEA Performance Goals:

	<p>In implementing the requirements of this section, Sumter County Schools does not -</p> <p>Limit extended school year services to particular categories of disability; or</p> <p>Unilaterally limit the type, amount, or duration of those services. the term extended school year services means special education and related services that -</p> <p>Are provided to a child with a disability:</p> <p>In accordance with the child's IEP;</p> <p>At no cost to the parents of the child; and</p> <p>Meet the standards of the State.</p> <p>Access to extracurricular activities is provided as indicated. Access to physical education and adaptive physical education is available.</p> <p>The district must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities equal opportunity for participation in those services and activities.</p> <p>Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by Sumter County Schools, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by Sumter County Schools and assistance in making outside employment available.</p> <p>The district follows local BOE policy regarding services to public charter schools that are not in the district One charter school is currently in the district and FAPE is provided in accordance with the district's FAPE programming options and equal access are available. Hearing equipment checks are available. The mandatory requirement of medication is prohibited. District procedures have been developed, professional learning and technical assistance provided, and fidelity monitoring is implemented.</p>
--	--

<p>Describe how the district will meet the following IDEA performance goals:</p> <p>IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</p> <p>How procedures and practices are implemented in your district to ensure overall compliance?</p> <p>Include:● LEA procedures to address timely and accurate data submission</p> <p>● LEA procedures to address correction of</p>	<p>Sumter County Schools has developed procedures and processes to ensure improved compliance with state and federal laws and regulations governing IDEA. The district special programs director, administrative assistant, accountability specialists, and parent mentors attend and redeliver to staff professional development training /technical assistance provided by GLRS, RESA, and GADOE. The district special education administrative team participates in the Federal Programs Conference, the annual GCEL conference, GADOE webinars, GADOE IDEA Implementation updates, GCASE conferences, RESA professional learning activities, The Friday Email Blast and West Georgia GLRS Collaborative Communities monthly meetings. The district also utilizes GOIEP and attends training updates as scheduled. More</p>
--	--

IDEA Performance Goals:

<p>noncompliance (IEPs, Transition Plans)</p> <ul style="list-style-type: none"> • Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance • Supervision and monitoring procedures that are being implemented to ensure compliance 	<p>recently, the district participates in monthly RESA psychological services director's meetings. And conducts in district Saturday School for staff professional learning and technical assistance. District level special education staff professional learning activities are planned and implemented by the district director and special education administrative staff. Individualized staff technical assistance is also provided as needed. School level special programs team members have also been established, District team leader meetings are held twice monthly and school level special programs team meeting a least twice monthly. Technical assistance is on-going and provide to principals, assistant principals, parents, and teachers Furlow Charter School, Compliant written procedures are in place that have been developed by aligning the measurable indicators, overarching and and probing questions, and state rules. Professional learning and technical assistance are ongoing to provide an understanding of compliance with state and Federal laws and regulations. For students with disabilities. District procedural, process, and monitoring manuals have been developed and implemented to ensure IDEA compliance. The district has an on-going MTSS process Professional learning is provided, needs assessments conducted and fidelity monitoring is in place.</p>
--	---

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

<p>Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement:</p> <ol style="list-style-type: none"> 1. In support of well-rounded educational opportunities, if applicable 2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need # and action step #/ul 3. In support of safe and healthy students, if applicable 4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need # and action step #/ul 5. In support of the effective use of technology, if applicable 6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need # and action step #/ul 	<p>Sumter County Schools plans to transfer Title IV funds into Title I while leaving a remaining balance of \$29,999.00 in Title IV.</p> <p>Sumter County Schools provided well rounded education to students in FY 19 by providing them with a regular math and science curriculum. Our students, being from a small rural area would not be able to experience the intense degree of diversity in instruction in math and science, if we were not allowed to provide additional assistance to our economically disadvantaged students through Title IV, Part A Grant. We will implement STEM/STEAM in the FY 20. We hope that providing more students to have access to this curriculum will allow our students to have stronger foundation for math and science that would encourage them to pursue a future in math and science careers. Our goal is to continue to have strong course maps that allow for the integration of multiple discipline classes to occur across the grade level. Our goal is to provide an additional support to enable some of our teachers to obtain gifted certification.</p> <p>In FY 20, Sumter County will continue its focus on the behavior of our students and ensuring our student, teachers, and administrators are provided a resource to help them overcome the challenges of behaviors within their classroom and buildings. Having an intervention specialist who will be working K-12 with our students, teachers, and leaders to promote a safe and positive learning environment, will hopefully allow Sumter County the ability to see behaviors plummet and academic scores rise. Our goal is to hopefully gather a plethora of tools that our teachers can use to be able to keep behavior low and achievement high.</p>
--	--

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.</p>	<p>The Sumter County Schools district leadership team met to conduct this needs assessment through analyzing achievement, perception, demographic and process data for the primary, elementary, middle and high school. In addition to collaboration with the parents, leadership team, district parenting, teachers, paraprofessionals and school administrators were surveyed. Surveys were provided to gather feedback from stakeholders in the district to conduct a comprehensive needs assessment based on information which includes the achievement of students based on state academic content standards and academic achievement standards. Community stakeholders are included. Community involvement was through School council meetings and Sumter County Collaborative meetings. The results were used to gather feedback from all stakeholders in the district. Furthermore, Sumter County held a LEA Improvement Plan and a CLIP meeting in May, June and July of 2019. The purpose of the surveys and the meetings was to gather input from all stakeholders on the effectiveness of the LEA in meeting the needs of students and the adults that support them. The input was used by various departments to collaboratively write the district improvement plan. The system meets monthly with county Family Connection. Collaborative to address community and school's issues who's members consists of government, public and private stakeholders.</p>
--	--

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

<p>Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?</p> <ul style="list-style-type: none"> ● Intervention Effective – Equity Gap Eliminated ● Intervention Effective – Maintain Activities/Strategies ● Intervention Effective – Adjust Activities/Strategies ● Intervention Not Effective – Adjust Activities/Strategies ● Intervention Not Effective – Abandon Activities/Strategies 	<p>Intervention Effectiveness-Adjust Activities/Strategies, Sumter County school district continues to lag behind in core academic areas with all schools having a difficult time and teachers' loss. District however had some gains in a few areas and Americus-Sumter High showing the greatest gains. Survey results list the top four learning needs for teachers as -Differentiated Instruction-Integrating Technology in Instruction-Accommodating all Students-Instructional Strategies. Teachers' retention is still a priority need. Effectiveness also will continue to be addressed due to only slight gains in students' achievement. Leadership retention and effectiveness is still a priority due to only slight gains in students' achievement and only the second year for principal at both primary and middle School.</p>
<p>Provide a brief description of LEA's success in implementation of FY19 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>FY19 funds were used to fund a district –wide professional learning, mentors and stipends. All there was some improvement in the content area, the district did not close the gap in the content areas. We believe some of this gain is due to having district job embedded professional learning activities to maintain a constant level of instruction for district and mentoring support of induction teachers and other staff. District maintained same level of Administrative leadership as prior year and will continue to support leadership gap.</p>