



Comprehensive Needs Assessment 2020 - 2021 District Report



Quitman 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	Victoria L Harris
Multiple Program(s)	Federal Programs Director	Shirley Fair Johnson
Multiple Program(s)	Curriculum Director	Jon-Erik Jones
Multiple Program(s)	School Leader (#1)	Jonathan Curry, Assistant Principal
Multiple Program(s)	School Leader (#2)	Karen Espy, ELA Academic Coach
Multiple Program(s)	Teacher Representative (#1)	Tunisia Russell
Multiple Program(s)	Teacher Representative (#2)	Sharon Benefield
McKinney-Vento Homeless	Homeless Liaison	Shirley Fair Johnson
Neglected and Delinquent	N&D Coordinator	N/A--No facility
Rural	REAP Coordinator	N/A
Special Education	Special Education Director	Amye Murdock
Title I, Part A	Title I, Part A Director	Shirley Fair Johnson
Title I, Part A	Family Engagement Coordinator	Demetria Norris-DeLoney
Title I, Part A - Foster Care	Foster Care Point of Contact	Jasmine Green
Title II, Part A	Title II, Part A Coordinator	Shirley Fair Johnson
Title III	Title III Director	N/A
Title IV, Part A	Title IV, Part A Director	Shirley Fair Johnson
Title I, Part C	Migrant Coordinator	N/A

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant superintendent	Jon-Erik Jones
Multiple Program(s)	Testing director	Amye Murdock
Multiple Program(s)	Finance director	Shirley Gilbert
Multiple Program(s)	Other federal programs coordinators	Deirdre Brown
Multiple Program(s)	CTAE coordinator	Shirley Fair Johnson
Multiple Program(s)	Student support personnel	Jasmine Green

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal representatives	N/A
Multiple Program(s)	High school counselor / academic counselor	Jasmine Green
Multiple Program(s)	Early childhood or Head Start coordinator	Amye Murdock
Multiple Program(s)	Teacher representatives	N/A
Multiple Program(s)	ESOL teacher	N/A
Multiple Program(s)	Local school governance team representative (charter systems only)	N/A
21st CCLC	21st CCLC program director	Deirdre Brown
21st CCLC	21st CCLC site coordinator or data specialist	Twanda Banks
Migrant	Preschool teacher	N/A
Special Education	Student success coach (SSIP)	Amye Murdock
Title II, Part A	Human resources director	Mattie Johnson
Title II, Part A	Principal supervisors	N/A
Title II, Part A	Professional learning coordinators	Amye Murdock
Title II, Part A	Bilingual parent liaisons	N/A
Title II, Part A	Professional organizations	N/A
Title II, Part A	Civil rights organizations	N/A
Title II, Part A	Board of education members	Willie Anderson
Title II, Part A	Local elected/government officials	Carvel Lewis
Title II, Part A	The general public	N/A
Title III	Refugee support service staff	N/A
Title III	Community adult ESOL providers	N/A
Title III	Representatives from businesses employing non-English speakers	N/A
Title IV, Part A	Media specialists/librarians	Jamie Joyner
Title IV, Part A	Technology experts	Twanda Banks
Title IV, Part A	Faith-based community leaders	Sherman Williams

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)	Brittany Davis
Multiple Program(s)	Private School Officials	N/A
Migrant	Out-of-School Youth and/or Drop-outs	Shirley Fair Johnson
Title I, Part A	Parent Representatives of Title I Students	Demetria Norris-DeLoney
Title I, Part A - Foster Care	Local DFCS Contacts	Shirley Knighton
Title II, Part A	Principals	Jon-Erik Jones
Title II, Part A	Teachers	Cheryl Sleadd
Title II, Part A	Paraprofessionals	Gabriel Johnson
Title II, Part A	Specialized Instructional Support Personnel	Susan Scott, Math Academic Coach
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	N/A
Title I, Part A	Parents of English Learners	N/A

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA personnel	Verna Scroggins
Multiple Program(s)	Technical, college, or university personnel	Joseph Chey Wilson
Multiple Program(s)	Parent advisory council members, school council parents, Parent- Teacher Association or Parent- Teacher Organization members	Carvel Lewis
21st CCLC	21st CCLC advisory council members	*
Migrant	Local Head Start representatives (regular and/or migrant Head Start agencies)	Shirley Fair Johnson
Migrant	Migrant PAC Members	N/A
Migrant	Local farmer, grower, or employer	N/A
Migrant	Family connection representatives	Sara Lee Crumbs

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local migrant workers or migrant community leaders	N/A
Migrant	Farm worker health personnel	N/A
Migrant	Food bank representatives	N/A
Migrant	Boys and Girls Club representatives	N/A
Migrant	Local health department representatives	N/A
Migrant	ABAC MEP consortium staff	Iliana Garcia-Acevedo
Migrant	Migrant high school equivalence program / GED representatives	Nikki Howell
Migrant	College assistance migrant programs	N/A
Neglected and Delinquent	Residential facility(ies) director(s)	N/A
Special Education	Parents of a student with disabilities	Carolyn Wilson
Special Education	Parent Mentors	N/A
Title II, Part A	School council members	Mattie Glover

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	QCSD recognizes that all stakeholders play an active and vital part in generating, collecting, summarizing, and analyzing data. The team ensured that various stakeholders had an opportunity to provide their perspectives. The district has developed several different collaborative stakeholder groups: Parent Advisory Council; Shephards Clergy Council; Student Advisory Council; School Stakeholders' Council; Superintendent District Cabinet; Superintendent Student Cabinet; School Leadership Team; School Study Groups; Vertical planning teams; ConnectEd PLU; and Title I Parent meetings. This input is provided via targeted meetings, surveys, and input meetings.
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How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Input from all stakeholders is necessary for growth and improvement. Input is also required. Feedback is fundamental to our school programs. Input is obtained from all stakeholders via surveys, verbally, emails, and the website. Each Monday morning, the Superintendent cabinet members meet to collaborate and discuss school data and to interpret & share information. Members from the district meet monthly with the Quitman County Collaborative Community Organization to share student achievement data and other district information with the community. Feedback is gathered and analyzed.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
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.	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
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
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric .Source::</td><td></td>	
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.	1.96
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
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.	2
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
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.	1.79
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.	2
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

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
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
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source:: TLE Electronic Platform (FY19)	

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.	1.92
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source:: TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.3 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
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
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
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
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.	1.92
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
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
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
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.	2
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
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
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
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
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
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.	1.96
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
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2
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
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.	2.04
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.	1.79
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.	1.92
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
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>Several perception data sources were used. They include: parent & family engagement survey, Title I surveys, Special Ed parent survey, School climate survey, Title II Needs Assessment survey, CTAE student survey, dual enrollment college/career survey, after-school survey, support services, homeless survey, Georgia Climate Survey, and Georgia Student Health Survey 2.0</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>QCSD works consistently to keep all stakeholders (parents, community, and faculty) informed and engaged in the events and the decision-making that effect student achievement. All stakeholders are welcomed and encouraged to participate in the decision-making process regarding student achievement. QCSD follows the "family-friendly partnership school walk-through."</p> <p>QCSD provides a well-rounded education for all students. The district teaches foreign language, fine arts, and dual enrollment. College & career counseling is done, including providing financial aid workshops along with FAFSA information. The district has a Parent & Family Engagement Specialist, School counselor, and 2 academic coaches in its employ. The system supports safe and healthy students; community and parental involvement in schools. Systems and practices are in place to prevent bullying and harassment--i.e. bully boxes, guest speakers, counseling referrals, group counseling. The system has established community partnerships. The district supports high-quality professional learning for educators and school leaders to personalize learning & improve academic achievement. This is done by providing training to staff about ways to partner with parents; timely notification; and sending quality work folders home to parents. The system builds technological capacity and infrastructure: We are an "Apple" school system. Students participate in blended learning projects.</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>Instructional walkthroughs; TKES & LKES data; Teacher absenteeism data; formative & summative assessment data; lesson plans; student work samples; Lexile scores; attendance data; PLC meetings;; State and federal reviews--AdvancEd, CTAE, CFM; Trainings--Ethics, Federal procedures, Teaching & learning; District strategic plan; DIP; SIPS; CNA; Parent plan; Foster-care transportation plan; CCRPI data; Rewards incentive plan; Retention plan; Assessment calendar & assessment training; District retention data; teacher exit surveys, Equity data profile, Title II; PL survey; CPI data; attendance; discipline; homeless data</p>

<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>There is a gap between the "what" of instruction and the "how" of instruction; between actual student achievement and the goal. There seems to be a need to refine the instructional system--the structure of the coherent instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress.</p> <p>Teacher recruitment and retention has proven to be one that the district has had to address. It is difficult for QCSD to retain effective teachers and school leaders. Even though this is the case, several things are in place to support professional capacity. The district has created PLCs to support and build teacher knowledge and skills across the system. Also, because we are a small system, faculty & staff oversee various areas and are responsible for several jobs. PLCs have proven to be effective. According to the most recent State CPI data, there is a gap in teacher retention and inexperienced teachers. This is a concern for the district.</p>
<p>What achievement data did you use?</p>	<p>Lexile scores; the most current CCRPI data; After-school achievement data; Benchmark testing data; individual student progress report grades; report card grades; school failure lists</p>
<p>What does your achievement data tell you?</p>	<p>The most recent CCRPI scores show that QCSD has made gains /growth in student achievement in Middle School. However, further improvements needs to be made in student achievement, school climate star rating in all grades.</p>
<p>What demographic data did you use?</p>	<p>School Nutritionist's CEP report; school demographic data (race, gender); county demographic data; US census data from https://www.census.gov/quickfacts/fact/table/quitmancountygeorgia/PST045216</p>
<p>What does the demographic data tell you?</p>	<p>Quitman County is a Title I school-wide school district with 293 students in grades K through 12. The most recent CEP data collected by the QCSD's Nutritionist reveals that we are at a 100% poverty level for our students throughout the district. The district is a rural school district where student population is sparse. There is no industry in the county.</p> <p>The most recent census date July 1, 2018 reveal: Population according to 2010 census is 11,823; 7.6% of the population is 65 years + over; 48% of the population are women, 60% white, 30% African American, 91% of the people aged 25 + over have a high school diploma or higher, 34% of the people aged 25 + over have a bachelor's degree, \$58,234 is the median income, and 16% of the persons live in poverty.</p> <p>The district is composed of 293 students (May count)--151 are male; 142 are female students. African American students compose the largest demographics group in the district at 74.74%, 17.4% whites, 7.86% Other. Because Quitman County is a small rural community, has limited funds to offer recruitment & retention incentives and stipends, and does not offer Social Security retirement, it is challenging to attract and retain effective teachers and school</p>

	leaders.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>PL is determined by analyzing the results of the teacher PL survey. Plans are made accordingly. PL prior-approval form is a needs assessment of faculty & staff regarding why PL is needed and how it will increase student achievement or leadership capacity. The team models a standards-based classroom that instructs the students on what they should do--essential question, work time, closing, standard. CNA survey, curriculum planning--mapping and pacing guides for content, and study groups introduce research-based instructional strategies to enhance classroom instruction.</p> <p>A challenge is staff continuity. Because the SIG grant has ended causing a change in personnel, the district lost the instructional support that it has had. Next year's plan is for middle grades to have blocked 1 1/2 hour classes.</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>The district has created professional learning communities to support and build teacher knowledge and skills across the system. Because we are a small system, faculty & staff oversee various areas. PLCs have proven to be effective. It builds teamwork among faculty and staff. Each classroom is consistent with the framework being posted for each class. The framework communicates what students should know and be able to do. Benchmark assessments are used to monitor student performance. Walk throughs are conducted by the district leadership team to look at classroom instruction. Each semester, teachers complete a professional learning survey. Programs are provided to address the diverse student needs, including remediation and acceleration. The district accesses the effectiveness of programs using student achievement results via monthly Teaching & Learning Collaboratives. Each Monday, the Superintendent chairs a cabinet meeting for collaboration.</p> <p>Challenge: Small numbers of faculty. Vertical planning/common planning time to work with coaches is limited. We have singleton teachers in each school--one teacher per grade level; and the only time for vertical planning is after school.</p>

Strengths and Challenges Based on Trends and Patterns

<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>Quitman county is located in a rural and sparse area. Teacher recruitment and retention has proven to be one that the district has had to address. Several things are in place to support professional capacity. According to the most recent Title II-A Comprehensive Needs Assessment Data Profile, there is a gap in inexperienced teachers for both schools, and teachers who are teaching out-of-field for the elementary school. This is a concern for the district.</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>QCSD works consistently to keep all stakeholders (parents, community, and faculty) informed and engaged in the events and the decision-making that affect the students and parents. All stakeholders are welcomed and encouraged to participate in the decision-making process for student achievement. Following the "Family-Friendly Partnership School Walk-Through", the district is operational in its practices. Increasing staff capacity is an ongoing target for the system. This is done by providing training to staff about ways to work with parents; timely notification; and quality work folders sent home to parents. Faculty and staff sometimes facilitate and teach workshops at Parent meetings. Challenge: Parental involvement</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>Quitman County provides a well-rounded education for its students. The district has employed a foreign language teacher and a music teacher. It offers Dual Enrollment classes through Columbus Technical College and Andrew College. College & Career counseling is done, including providing financial aid workshops along with FAFSA information. The district has a Parent and Family Engagement Specialist, School counselor, and academic coaches in its employ. Quitman County supports safe and healthy students. The system promotes community and parental involvement in schools. Systems and practices are in place to prevent bullying and harassment. The system has established community partnerships (Rotary club, Family Connections, New Horizons, Ga Crisis Team, Vocational Rehab, Columbus Tech, Andrew College, Wallace College, Child Find, GA Reading, Sheriff Department and the Community library). The district supports the effective use of technology. The system supports high-quality professional development for educators, school leaders, and administrators to personalize learning & improve academic achievement. The system builds technological capacity and infrastructure, we are an "Apple" system. Blended learning projects are done. Challenge: Consistency with data, looking at the data, moving children when needed</p>

Strengths and Challenges Based on Trends and Patterns

<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>Quitman County School District is a school-wide Title I school district. 100 percent of the students receive free school breakfast and lunch. There is no impacting industry in the county. However, Quitman County does have two local businesses: D&J Plastics and Agriculture. Processes are in place for the special education director, CTAE director, school Principal, and school counselor to ensure that students have access to programs addressing individualized learning needs. This includes EIP and REP, IEP, 504, alternative education, Career technical education . The gifted program is new to the district and has initially been implemented. Because we are a small district located in a rural area, it is challenging to attract and retain effective teachers.</p> <p>Challenge: Scheduling</p>
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<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>Yearly, 21st Century Program, Dual Enrollment courses are offered through Columbus Technical College and Andrew College. Students are also offered the opportunity to take dual-enrollment courses online. Study Mania sessions are provided for students prior to Milestone testing. These sessions have been offered after school and on Saturdays. Student achievement is discussed during weekly Teaching & Learning Collaborative meetings. The Comprehensive Needs Assessment survey is posted online & taken by school staff, district staff, parents, community, and business stakeholders. FY18 CCRPI data reveals that QC students would greatly benefit from reading/comprehension and math interventions. Teacher survey and other data reveal that teachers need more professional learning in differentiation, RTI/MTSS, literacy strategies, and using assessment to drive instruction.</p> <p>Challenge: Grade levels not reading on grade level when they begin the year. Each year, from the previous year, students are not starting on grade level. Students would greatly benefit from academic competitive events, leadership events, and field trips. The district actively searches for off-campus academic student events and field trips because it increases student achievement.</p>
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IDEA - Special Education

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

<p>Strengths</p>	<p>We are able to serve students in the general education classroom with support. We have seen an increase in lexile scores for SWD's this year due to having</p>
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IDEA - Special Education

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

	extended interventions with our benchmark literacy program. All of our co-teachers receive professional learning with appropriate strategies for effective co-teaching.
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Challenges	We have to be very creative in Quitman County with our scheduling and maximizing our FTE due to small numbers with students and staff. We create a master schedule early and schedule our special education students first to ensure they are receiving FAPE. It is also difficult to find resources close to our school for physical, occupational and vision services.
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	The most recent findings indicate that Quitman County is in compliance with administration of the grant. Regarding cross-functional monitoring, a new grant coordinator and a new accounts payable employee has shown positive results. Instructional support has increased at the elementary and high school because of the addition of an intervention teacher, two paraprofessionals, and new instructional technology.
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Challenges	Because we are a small district and population is sparse. Parental attendance at parent workshops and Title I meetings are low. It is a challenge getting a large number of parents to meetings. It is also a challenge to recruit and retain In-field teachers. Funding academic coaches, paraprofessionals and intervention teachers is a challenge for the district.
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Title I, Part A - Foster Care

Title I, Part A - Foster Care

Strengths	Quitman County does have a designated point of contact for the district, the counselor. The district has established an approved Transportation Plan for Foster Care Children. Faculty, staff, and district employees are aware of the Transportation Plan. The DFACS representative communicates with the school counselor on a monthly basis at a meeting held at the community center. They have each others contact information.
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Challenges	Identifying foster care children; and foster-care transportation costs
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Title I, Part A - Parent and Family Engagement

Strengths	Parent attendance is high when school faculty is facilitating and children are performing during the parent workshops.
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Challenges	We are a small district and the population is sparse. Parental attendance at parent workshops and Title I meetings are low. Attendance is an issue. Although parents attend celebrations where their children are leading the event or performing, attendance is low for official parenting workshops and Title I meetings. Funding the program is a challenge.
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	At present, QCSD does not have any migrant children. The district does communicate with ABAC (MEP fiscal agent). The district will coordinate services with ABAC, if needed. The district has assigned Shirley Fair-Johnson as the District MEP Coordinator.
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Challenges	At present, QCSD does not have any migrant children. The district does communicate with ABAC (MEP fiscal agent). The district will coordinate services with ABAC, if needed. The district has assigned Shirley Fair-Johnson as the District MEP Coordinator.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	At present, QCSD does not have any Neglected and Delinquent facilities in its geographical location or area. When applicable, the district will follow all required Title I guidelines.
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Challenges	At present, QCSD does not have any Neglected and Delinquent facilities in its geographical location or area. When applicable, the district will follow all required Title I guidelines.
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Title II, Part A - Supporting Effective Instruction

Strengths	Quitman County is a small rural district that is surrounded by other small rural school districts. Normally, effective teachers and leaders who are from the district or close by the district, remain with the district throughout their careers. However, staff that is commuting over 50 miles do not usually remain with the district for more than 5 years.
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Challenges	Quitman County is located in a rural area. Population is sparse. It is difficult to attract and to retain effective teachers and leaders in a small rural community that does not have any social attractions and industry. Quitman County is 60 miles from the nearest urban area, Columbus, GA. Teachers, principals, and other school leaders have several job duties because we are small. For example we have one core content teacher for each subject at the high school: The math teacher teaches all maths for grades 9 - 12
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Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and 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	At present, the district does not have any EL students. The registration process does include questions that allow parents to identify whether or not their child is an EL student or immigrant. The district also gives each parent/guardian and EL & Migrant survey during the registration process.
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Challenges	At present, the district does not have any EL students.
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	The registration process does include a question that allows parents/guardians to identify whether or not their child is homeless. A homeless questionnaire is available to parents/guardians throughout the year, both the district web page and in the parent-student handbook. Parents complete the homeless form and return it to school or the parenting coordinator.
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Challenges	Quitman County is a small community with most of its members being family. One challenge is getting parents/guardians to both request and accept homeless assistance from the district. Because of the small number of homeless students, the district does not qualify to apply for the homeless grant. The district does need additional funds because it is a challenge identifying our homeless children and providing them support (such as uniforms, supplies, and transportation) once identified.
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Title I, Part A - Equitable Access to Effective Educators

Title I, Part A - Equitable Access to Effective Educators

Strengths	Student data is analyzed each week at PLCs--vertical planning teams, study groups, teaching & learning collaboratives, Superintendent cabinet meetings, and School leadership team. The Title I Director has access to each school's student information system, PowerSchool. PowerSchool allows the Title I Director direct access to student achievement, attendance, and discipline data on a daily basis.
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Challenges	QCSD is a rural school district. The population is sparse. It is difficult to attract and retain effective teachers. With this being the case, the district has measures to ensure that students have equitable access to effective educators. School leaders and district leaders regularly monitor instruction; Team meetings regularly analyzed achievement data; Teachers are given extensive professional learning, both on-site and off campus. All of these things increase teachers' capacity to make ineffective teachers, effective.
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Title IV, Part A - Student Support and Academic Enrichment

Strengths	<p>The district has greatly benefited from Title IV funds. This year, the district received \$10,000. The funds were used to support academic enrichment and PBIS. The district's purchases were for well-rounded educational opportunities and effective use of technology for students. Purchases included instructional supplies and academic intervention software programs for students.</p> <p>For 2020, the district plans to continue to use funds to support academic enrichment through well-rounded educational opportunities, safe & healthy students, and effective use of technology. The funds will support PBIS, Fine Arts, a Health Fair, a College & Career Fair, College field trips, Student leadership field trips, Professional learning for teachers and school leaders, and After-school tutorials for End of Course Prep. These supports will be included into the school day and after school.</p>
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Challenges	QCSD is a rural district with no industry. We are 60 miles away from the nearest urban area, Columbus, GA. Our teachers are singletons. In the high school, we have one teacher for each subject. It is also that way for the Elementary and Middle grades. It is a challenge to retain effective teachers. Although, we greatly appreciate the allocation, additional funds are necessary for the district to expand initiatives that have already been set in place/done.
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Title V, Part B - Rural Education

Strengths	The district has greatly benefit from Title V funds. This year, the district received \$6,185. The funds were used to provide additional instruction to high school students for EOC prep.
Challenges	QCSD is a rural district with no industry. We are 60 miles away from the nearest urban area, Columbus, GA. Although we greatly appreciate the allocation of funds, Additional funds are necessary for the district to expand initiatives that have already been set in place/done.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	To increase state mandated GA Milestones scores by 3% in ELA by the end of FY20.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Benchmark softwares that will be used for Kindergarten--DIBELS, STAR Early Literacy Benchmark softwares that will be used for STAR Reading. GMAS results will be used to determine growth.
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Overarching Need # 2

Overarching Need	To increase each school's star climate rating by 1 star (3 to 4) by the end of FY20.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Schools will use the state PBIS/RTI/MTSS behavioral support model to decrease student misbehaviors. Staff buy-in is needed. Model behavior needs to be exhibited consistently.
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Overarching Need # 3

Overarching Need	To increase state mandated GA Milestones scores by 3% in Math by the end of FY20.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	<p>Benchmark softwares that will be used for Kindergarten-STAR Early Literacy-progress monitoring.</p> <p>Benchmark softwares that will be used for STAR Math- progress monitoring.</p> <p>GMAS results will be used to determine growth.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - To increase state mandated GA Milestones scores by 3% in ELA by the end of FY20.

Root Cause # 1

Root Causes to be Addressed	Developmental & Academic delays. Students are entering the next grade socially, emotionally, and academically delayed. This delay continues through several grades. Students don't have the developmental skills and academic skills to succeed at a particular grade level. There is a gap between their incoming academic skills and what is needed for students to be successful & learn new standards.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Others : CTAE

Additional Responses	A web-based Universal Screener will be give to all students to determine their academic skills and weaknesses. Intervention will occur for those students who do not meet grade level and or who are deficient in reading skills. The goal is for every student to always be on grade level: This happens when students meet or exceed academic standards. The district will use Early intervention, Child Find, and Get Ga Reading. Instruction will be blended with technology to increase student state test scores. Technology will be used for remediation and enrichment activities. Academic coaches will model correct instruction and monitor teachers. The principal and assistant principal will monitor teachers using walkthroughs and TKES. A district team will conduct walkthroughs at the schools to monitor teaching and learning. Both vertical planning and horizontal planning will occur at the school. The school leadership team and the district leadership team will critique and evaluate student and teacher data. The District will apply for the State Preschool Summer School Grant.
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Root Cause # 2

Root Causes to be Addressed	Parental Involvement. Students are not reading enough and need vocabulary development. Students are entering the next grade without the foundational/prior-year skills. Parent Literacy training, math concepts training, Georgia Milestones training, and other academic training will be conducted at the school.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Others : CTAE, State and local

Additional Responses	A Parent Coordinator is employed and housed at the school. Parental involvement attendance needs improvement. The Parent Coordinator will communicate with parents regarding the various parent workshops throughout the school year. Communications software will be purchased so that parents can register students online, view their child's classwork, and communicate with faculty. Parents reading at home with their child(ren) will impact student academic achievement. Academic, social, and emotional material will be sent home with students and parents. Parents will also be able to have access to material from the parent center to use at home. The parent center will contain the following for parents/guardians to use: laptops for parents to checkout, printers, reading material, math material, social emotional material, and etc.
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Overarching Need - To increase each school's star climate rating by 1 star (3 to 4) by the end of FY20.

Root Cause # 1

Root Causes to be Addressed	PBIS. The state model of PBIS will be implemented. Behavior will be closely monitored. Teacher PL and support regarding classroom management, rituals, and routines will be provided. The district will continue to implement State-model PBIS.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education

Root Cause # 1

Impacted Programs	<p>School and District Effectiveness</p> <p>Title I - Part A - Improving Academic Achievement of Disadvantaged</p> <p>Title I, Part A - Foster Care Program</p> <p>Title I, Part A - Parent and Family Engagement Program</p> <p>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders</p> <p>Others : CTAE, State and local</p>
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Additional Responses	<p>One goal is to attain additional buy-in from the teachers. PBIS is about providing additional interventions and supports to prevent discipline problems. The goal is to decrease behavior problems by providing interventions and supports to both the students and teachers; thereby increasing the school climate rating. Consistent implementation is key to achieving the goal.</p>
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Overarching Need - To increase state mandated GA Milestones scores by 3% in Math by the end of FY20.

Root Cause # 1

Root Causes to be Addressed	<p>Students are entering school developmentally and academically delayed. This delay continues through several grades. Students don't have the developmental skills (social & emotional) and academic skills to succeed at a particular grade level.. There is a gap between their incoming academic skills and what is needed for students to be successful & learn new standards. Teachers and school leaders need additional professional learning in math. Teachers and school leaders will evaluate teachers. Math is integrated into other subjects such as Science. Professional learning for science teachers and other teachers will help students learn math to increase GA Milestone scores.</p>
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	<p>Title IV, Part A - Student Support and Academic Enrichment</p> <p>IDEA - Special Education</p> <p>School and District Effectiveness</p> <p>Title I - Part A - Improving Academic Achievement of Disadvantaged</p> <p>Title I, Part A - Foster Care Program</p> <p>Title I, Part A - Parent and Family Engagement Program</p> <p>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders</p> <p>Others : CTAE, State and local</p>

Root Cause # 1

Additional Responses	<p>A web-based Universal Screener will be give to all students to determine their academic skills and weaknesses. Intervention will occur for those students who do not meet grade level and or who are deficient in math skills. The goal is for every student to always be on grade level: This happens when students meet or exceed academic standards. The district will use Early intervention and Child Find,</p> <p>Instruction will be blended with technology to increase student state test scores. Technology will be used for remediation and enrichment activities. Academic coaches will model correct instruction and monitor teachers. The principal and assistant principal will monitor teachers using walkthroughs and TKES. A district team will conduct walkthroughs at the schools to monitor teaching and learning. Both vertical planning and horizontal planning will occur at the school.</p> <p>The school leadership team and the district leadership team will critique and evaluate student and teacher data.</p>
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District Improvement Plan 2020 - 2021



Quitman County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Quitman County
Team Lead	Shirley Fair Johnson

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

Transfer Title II, Part A to:	
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 checked="" 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 increase state mandated GA Milestones scores by 3% in ELA by the end of FY20.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Developmental & Academic delays. Students are entering the next grade socially, emotionally, and academically delayed. This delay continues through several grades. Students don't have the developmental skills and academic skills to succeed at a particular grade level. There is a gap between their incoming academic skills and what is needed for students to be successful & learn new standards.
Root Cause # 2	Parental Involvement. Students are not reading enough and need vocabulary development. Students are entering the next grade without the foundational/prior-year skills. Parent Literacy training, math concepts training, Georgia Milestones training, and other academic training will be conducted at the school.
Goal	To increase state mandated GA Milestones scores by 3% in ELA by the end of FY20.

Equity Gap

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

Equity Gap

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

Action Step	Plan for additional quality instructional PL for staff--Study groups, vertical planning, model lessons, department meetings, and teacher observations. As a result of targeted PL, teachers will deliver quality instruction and use targeted grouping for Benchmark Literacy and LLI (Leveled Literacy Intervention). Develop curriculum notebooks. The District will apply for the State PreK Summer School Grant.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B IDEA Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets for PL; schedule for LLI groups--monitoring benchmarks
Method for Monitoring Effectiveness	Teacher observations; Sign-in sheets for PL; schedule for LLI groups-analysis of benchmarks/LLI
Position/Role Responsible	School Leaders: Principal, academic coaches and teachers, federal programs coordinators, Superintendent
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Quarterly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council
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Action Step # 2

Action Step	Monitor progress and monitor instruction via TKES, observations, and walkthroughs.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Monitoring benchmark data; observation data (TKES & walkthrough)
Method for Monitoring Effectiveness	Monitoring benchmark data; Analyzing observation data (TKES & walkthrough)
Position/Role Responsible	Principal, academic coaches, federal programs coordinators, Superintendent
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Quarterly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family.</p> <p>The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council</p>
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Action Step # 3

Action Step	Continue to implement RTI/MTSS protocols and follow them with fidelity.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	RTI/MTSS data, sign-in sheets, agenda
Method for Monitoring Effectiveness	analysis of RTI/MTSS data, sign-in sheets, agenda
Position/Role Responsible	Special education director, principal, school leaders
Evidence Based Indicator	Strong

Action Step # 3

Timeline for Implementation	Quarterly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council
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Action Step # 4

Action Step	Students will use Intervention software programs & instructional material during school, after school, and at home to reinforce ELA standards.
Funding Sources	Title I, Part A Title I, Part A SIG Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement
Method for Monitoring Implementation	Student Usage reports
Method for Monitoring Effectiveness	Student usage reports
Position/Role Responsible	Academic coaches, teachers, principal
Evidence Based Indicator	Moderate

Action Step # 4

Timeline for Implementation	Weekly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council
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Action Step # 5

Action Step	The District will apply for and implement the PreK Summer School Transition Grant.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Students will be evaluated throughout the summer school program
Method for Monitoring Effectiveness	Student evaluations, Teacher timesheets
Position/Role Responsible	PreK Coordinator, Principal, Superintendent
Evidence Based Indicator	Strong

Action Step # 5

Timeline for Implementation	Yearly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family.</p> <p>The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council</p>
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase each school's star climate rating by 1 star (3 to 4) by the end of FY20.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	PBIS. The state model of PBIS will be implemented. Behavior will be closely monitored. Teacher PL and support regarding classroom management, rituals, and routines will be provided. The district will continue to implement State-model PBIS.
Goal	To increase the Star Climate rating of each school by 1 star by end of FY20.

Equity Gap

Equity Gap	CCRPI Star climate rating
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-9 Evaluate and monitor the working environment in support of a positive school climate

Action Step # 1

Action Step	Conduct school safety training for teachers & staff.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Walkthroughs, Discipline data, Teacher referrals, State climate rating
Method for Monitoring Effectiveness	Analysis of Walkthroughs, Discipline data, Teacher referrals, State climate rating
Position/Role Responsible	Principal, School leaders, teachers, academic coaches, support staff
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)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council
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Action Step # 2

Action Step	Provide social, emotional, and behavior professional learning and other support to teachers and staff. This training will allow staff to be able to identify and support students and each other. Teacher observations will also be conducted.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Agenda & sign-in sheets, professional learning packets
Method for Monitoring Effectiveness	Teacher observations, Analysis professional learning packets
Position/Role Responsible	Principal, Title II-A Coordinator, Professional learning 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)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council
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Action Step # 3

Action Step	Continue with State PBIS model and PBIS support & interventions
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets & agendas for job-embedded PL; Professional learning packets
Method for Monitoring Effectiveness	Analysis of Professional learning packets (re-delivery)
Position/Role Responsible	Principal, PBIS Coordinator, Assistant Principal, Teachers
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)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council
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Action Step # 4

Action Step	Provide for family and community involvement through parent training workshops, school council, input meetings, volunteerism, faculty serving on community committees, Dual enrollment programs, college & career fair, health fair
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Parental involvement input meetings, Parent workshops, PLCs, School members participating in community programs
Method for Monitoring Effectiveness	Parent surveys, Focus group interviews
Position/Role Responsible	Parental involvement specialist, principal, federal programs 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)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council
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Action Step # 5

Action Step	Institute the following high school after-school/Saturday school program: Academic Intervention/tutoring for core subjects
Funding Sources	Title I, Part A Title I, Part A SIG Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Student sign-in sheets, Teacher timesheets, Student-created projects, EOC grades, class grades, class failure lists
Method for Monitoring Effectiveness	Student sign-in sheets, Teacher timesheets, Student-created projects, EOC grades, class grades, class failure lists
Position/Role Responsible	Academic coaches, teachers, Principal
Evidence Based Indicator	Strong

Timeline for Implementation	Weekly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family.</p> <p>The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council</p>
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Action Step # 6

Action Step	Provide Professional Learning Travel for school staff allowing them to visit nationally recognized schools with high academic achievement particularly the Ron Clark Academy in Atlanta, GA.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Faculty roster, Travel packets
Method for Monitoring Effectiveness	Faculty survey
Position/Role Responsible	Principal, Superintendent, Federal Programs Director
Evidence Based Indicator	Moderate

Timeline for Implementation	Yearly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family.</p> <p>The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council</p>
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Action Step # 7

Action Step	The District will form a Jazz Band to perform at formal school events and in the community.
Funding Sources	Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Students will perform at school events and community events. Invitations and Performance programs will be filed
Method for Monitoring Effectiveness	Student sign-in sheet, Pictures, Invitations and programs of Performances
Position/Role Responsible	Teacher, Assistant Principal, Principal, Academic Coaches
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council
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3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase state mandated GA Milestones scores by 3% in Math by the end of FY20.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Students are entering school developmentally and academically delayed. This delay continues through several grades. Students don't have the developmental skills (social & emotional) and academic skills to succeed at a particular grade level.. There is a gap between their incoming academic skills and what is needed for students to be successful & learn new standards. Teachers and school leaders need additional professional learning in math. Teachers and school leaders will evaluate teachers. Math is integrated into other subjects such as Science. Professional learning for science teachers and other teachers will help students learn math to increase GA Milestone scores.
Goal	To increase state mandated GA Milestones scores by 3% in Math by the end of FY20.

Action Step # 1

Action Step	Plan for additional quality instructional PL for staff, but especially for early grades--Study groups; vertical planning; horizontal planning; model lessons; department meetings. Teacher observations. Develop curriculum notebooks. As a result of targeted PL, teachers will deliver quality instruction and use targeted grouping for math intervention. Schedule effective scheduling time for teachers and co-teachers to plan together
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B IDEA Perkins
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	Sign-in sheets for PL; schedule for math intervention groups; RTI/MTSS data

Action Step # 1

Method for Monitoring Effectiveness	Teacher observations; Analysis of the schedules for math intervention groups; RTI /MTSS
Position/Role Responsible	School leaders, Principal, Academic coaches, teachers, federal programs coordinators, 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)?	<p>Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family.</p> <p>The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council</p>
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Action Step # 2

Action Step	Monitor progress and monitor instruction via TKES, observations, and walkthroughs
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 2

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Monitoring benchmark data
Method for Monitoring Effectiveness	Monitoring benchmark data; Analyzing observation data (TKES & walkthrough)
Position/Role Responsible	Principal, academic coaches, federal programs coordinators, 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)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council
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Action Step # 3

Action Step	Continue to implement RTI protocols and follow them with fidelity.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 3

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	RTI/MTSS data, sign-in sheets, agendas
Method for Monitoring Effectiveness	RTI/MTSS data
Position/Role Responsible	Special education director, principal, school leaders
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council
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Action Step # 4

Action Step	Students will use Intervention software programs and intervention materials during school, after school, and at home to reinforce Math standards.
Funding Sources	Title I, Part A Title I, Part A SIG Title IV, Part A Title V, Part B IDEA Perkins

Action Step # 4

Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement
Method for Monitoring Implementation	Student usage reports
Method for Monitoring Effectiveness	Student usage reports
Position/Role Responsible	Academic coaches, teachers, principal
Evidence Based Indicator	Moderate

Timeline for Implementation	Weekly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council
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Action Step # 5

Action Step	The District will apply for and implement the PreK Summer School Transition Grant
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities

Action Step # 5

Systems	Coherent Instruction
Method for Monitoring Implementation	Students will be evaluated throughout the summer school program
Method for Monitoring Effectiveness	Student evaluations, Teacher timesheets
Position/Role Responsible	PreK Coordinator, Principal, 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)?	<p>Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family.</p> <p>The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council</p>
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4. REQUIRED QUESTIONS

4.1 Stakeholders, Serving Children, PQ

Required Questions

Stakeholder Involvement to Improve and Coordinate Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>QC recognizes that all stakeholders play an active and vital part in generating, collecting, summarizing, and analyzing data. The team ensures that the following stakeholders had an opportunity to give input and provide their perspectives. The district seeks advice from individuals, organizations, specialized instructional support personnel, parents, community partners, and other organizations/partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II-A.</p> <p>In January, the Federal/CTAE Director created a "Shared decision-making input calendar". The calendar was discussed with and approved by the Superintendent. The calendar was shared with the Superintendent's weekly cabinet that is composed of district leaders. The Federal Programs Director meets weekly with the School Principal, Parent Coordinator, and CTAE teacher and used one of those meetings to share the calendar with them. The School Principal confirmed dates and times of meetings for his school staff. Stakeholder input meetings were held from February until May with teachers, principals, school leaders, parents, postsecondary, community, pastors' collaborative, Rotary club, Family connections community collaborative, School leadership team, District leadership team, Board of Education, Elected Officials, CTAE Advisory Committee (which is composed of teachers, guidance counselor, parents, businesses, community, and postsecondary). Various data was evaluated. This data includes the Georgia Student health surveys, Georgia Parent surveys, Georgia Personnel surveys, Teacher surveys, Milestone test scores, Student failure lists, Parental involvement surveys, TKES data, Teacher retention data, Title II-A data profile, District Title II-A PL survey, District Title II-A Community and Parent Stakeholder surveys, Student surveys from Superintendent Collaborative</p> <p>Stakeholders provide input by completing surveys. Comprehensive Needs Assessment Surveys are on the district webpage. There are separate surveys for parents, community, and school employees. Hard copies of the surveys are located in the parent center. Input meetings with stakeholders are held at the school. Attendees complete a brief survey at the end of each meeting. The Parent Coordinator attends community meetings (Rotary club, Family Connections) and seeks input from those stakeholders. The Superintendent has established a 'parent and community collaborative'. These stakeholders meet 4 times per year. The members are surveyed (hard copy). The School Council meets 4 times per year. These stakeholders are surveyed. Surveys are given to gather feedback from all stakeholders. Agendas, sign-ins, and surveys are filed for documentation. Feedback is gathered through the website, interviews, conferences, and E-mails.</p>
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Stakeholder Involvement to Improve and Coordinate Activities

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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<p>McKinney -Vento Homeless Questionnaires will be given to each student (grades PK-12) at the beginning of the school year and in January of each school year. The data will be analyzed. The Homeless Liaison will work with the Human Resource Coordinator and the Principal to determine whether or not any of their teachers are ineffective, out-of-field, and inexperienced. The District Homeless Liaison will view each student's schedule at the beginning of the school year and in January. Each year, student names will be highlighted different colors if their teacher is ineffective); out-of-field, and or inexperienced (less than 3 years of experience).</p> <p>Student data is analyzed each week by Professional Learning Communities by way of vertical planning teams, study groups, teaching & learning collaboratives, Superintendent cabinet meetings, and School leadership team. The Title I Director has direct access to each student's academic and demographic data through PowerSchool. PowerSchool allows the Title I Director direct access to student schedules, achievement, attendance, and discipline data on a daily basis. The Title II Director, Principal, HR Coordinator, and SpED Director monitor teachers who are not in-field or certified.</p> <p>After school and Saturday school remediation and test prep sessions will continue to be implemented at both schools. Educational and leadership field trips will continue with both schools.</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include:</p> <ul style="list-style-type: none"> • how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy; • how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded; • how the district builds the requisite 	<p>Quitman County School District provides professional learning opportunities to all teachers, administrators, and other staff so they may acquire, enhance, and refine the knowledge, skills, practices, and dispositions necessary to create and support high levels of learning for all students.</p> <p>Quitman County School District uses multiple data sources which may include Georgia Milestones, universal screeners, benchmarks, surveys (teacher, parent, student), discipline, attendance (student & teacher) to ensure all teachers, administrators and staff are provided professional learning opportunities that will increase student achievement.</p> <p>All Quitman County School District employees submits a prior approval form to ensure the professional learning is directly related to their job and they will</p>
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Professional Growth Systems

<p>leadership capacity for those who facilitate professional development (and sustains them over time);</p> <ul style="list-style-type: none"> • 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>submit how they will redeliver the PL to other staff members in the district.</p> <p>Quitman County School District utilizes the GaDOE, RESA and GLRS to provide professional learning opportunities to all staff.</p>
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PQ – Intent to Waive Certification

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

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

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

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

State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>Currently, the district does not have any Sate and/or Federally identified schools.</p> <p>Federal funds are used to supplement, not supplant state and local funds. A RAM/P is updated yearly and uploaded into Consolidated Application to describe how local and state funds are spent. All requisitions are based upon the Comprehensive Needs Assessment, District Improvement Plans, and School Improvement Plans. Prioritized needs are listed and identified in the District Comprehensive Needs Assessment (CNA). The District and School Improvement Plans are revised as necessary throughout the year. They are living documents.</p> <p>The District Leadership team meets weekly to discuss the needs of the schools. It is necessary for us to all be on the same page and speak the same language. Monitoring of the schools is conducted by the school principal, assistant principal, and also district leadership staff. TKES is used when evaluating teachers: The data is compiled. The monitoring teams analyze the data, and use this data to plan professional learning.</p> <p>The School Leadership team meets two times per month. At this meeting, the team analyzes data, discuss trends, and monitors student achievement.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:</p> <ul style="list-style-type: none"> • coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and • work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. 	<p>Academic and CTAE coordination is very important to the district. The CTAE teacher is actively involved in all instructional professional learning. The CTAE teacher meets weekly with all of the teachers in the high school. They communicate and collaborate regarding attendance, discipline, and instruction. The CTAE and WBL teachers sponsor FBLA. Leadership and Community Service activities will be implemented for and facilitated by CTAE. Work-based Learning opportunities provide students in-depth interaction with industry professionals.</p> <p>Quitman County School District supports programs that coordinate and integrate academic and career technical education content at various grade levels. The CTAE Department collaborates with schools to conduct a review of current practices regarding integration of career and technical education content at various levels. All students participate in Career Day. On Career Day, elementary students dress in career attire and listen to career guest speakers. Middle and High school students participate in the College & Career Fair held in the gym. Guest speakers are throughout the building talking with students about their career, leadership skills, and employability skills. Career lessons are incorporated into grades 1-5. The school counselor meets with and trains teachers on the career lessons. Teachers for grades 1-5 incorporate career lessons into their lesson plans.</p>
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CTAE Coordination

	<p>The district offers 3 different pathways for high school: Business and Technology, Financial Services, and Criminal Justice.</p> <p>Quitman County School District is a Dual Enrollment participating school district. Quitman County High School coordinates instruction with Columbus Technical College in Columbus, Georgia, and Andrew College in Cuthbert, Georgia. Students are able to exempt college courses, when they score at least a B-average in certain classes and pass a national assessment/End of pathway test. Columbus Technical College and Andrew College offer college courses to our high school students. Students are currently enrolled college and earn college credit, in addition to high school credit.</p> <p>A yearly college career fair is held at Quitman County High School. Students are able to get career and technical information from colleges, military, and businesses.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>Quitman County School District supports efforts to reduce the overuse of discipline practices that remove students from the classroom. Discipline data is analyzed during school leadership meetings, which are held two times per month. The state-model of PBIS is implemented. Through PBIS, the PBIS team will analyze discipline data in various ways. Analyzing data and implementing ways to curtail the discipline data will be key to decreasing the discipline gap. This implementation will keep students in the classroom.</p> <p>Being proactive will prove to be key in decreasing the discipline gap and keeping students in the classroom.</p>
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4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:</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>The district is small and has one school counselor who covers grades PK-12. The school counselor is a district leader. The principal is also the Assistant Superintendent; and is a district leader. District leaders will intervene early, when students are developing their college and career aspirations. For example, district leaders will be a part of the development of graduation plans for those students transitioning to high school and postsecondary schools.</p> <p>Emphasize rigor and high expectations for all students, along with appropriate counseling and other supports. Teachers, school leaders, and district leaders will take on the role of being mentors to some students for support. Integrate strong academic content into career-focused classes. Teachers, school leaders, and district leaders are a part of building awareness of different career choices by corresponding with the school level leaders in hosting college/career fairs. The district collaborates with postsecondary institutions, economic development agencies, and employers to help create smoother transitions to college and the workforce.</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>Head Start is housed in the building next to the elementary school where Pre-K is housed. This makes the transition from one program to the next fluid. Parents register their child for pre-k, in the spring. At the parents' request, the Head Start Coordinator makes copies of student records to pass on to the Pre-K Coordinator. Pre-K students visit Kindergarten during the Spring, prior to being promoted to Kindergarten.</p> <p>The Pre-K is located on the same hall as kindergarten. These classes share the same lunch schedule. Teachers plan programs together and take field trips together. This helps pre-k students become familiar with the kindergarten staff and expectations.</p> <p>Summer school for rising Kindergarten begins for the first time this summer. Pre-K students will be able to attend classes for 7 weeks during the summer in order to better prepare them for Kindergarten. Open House is scheduled before classes start so that students and parents can meet their teachers and visit their classroom. This helps lower the anxiety of a new</p>
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Preschool Transition Plans

	<p>teacher and new classroom.</p> <p>Within the first month of school, pre-k parents are required to attend an orientation with the pre-k teacher and the pre-k coordinator. Policies and guidelines are discussed at this time. The Parenting Coordinator provides "Going to Kindergarten" booklets to be used for parent meetings.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p>	<p>Quitman County School District is a schoolwide Title I school, and not a targeted assistance school system. The goal is for all children to increase academic achievement and to benefit from Title I funds.</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following:</p> <ul style="list-style-type: none"> • Title I schoolwide schools; • Targeted Assistance Schools; and • schools for children living in local institutions for neglected or delinquent children. 	<p>Quitman County School System is a Title 1 school-wide school. The instructional program centers around full implementation of the Georgia Standards of Excellence in a standards-based classroom environment. Technology integration is also a strong component of the instructional program. Title I funds will purchase devices, software, and applications for student and teacher use.</p> <p>Evidence-based interventions will be utilized throughout the year. These evidence-based interventions include Benchmark Literacy, Leveled Literacy Intervention, Thinking Maps, IXL, Dream Box Learning, Paraprofessionals, Pull-out Teacher, Parenting & Family Engagement, After-School Intervention, After-School Tutorial, Professional Development, Computer Labs, STEM equipment, and End-of-Course/End-of-Grade Test Prep.</p> <p>In ELA, grades K-6 will continue to implement Benchmark Literacy and Leveled Literacy Intervention. Title Funds are used to support this intervention.</p> <p>Grades 7-12 utilizes units from the Georgia frameworks. Benchmark Literacy is the overall reading initiative to support all content areas.</p> <p>Title I funds provide 2 full-time instructional paraprofessionals. These paraprofessionals work with the lowest academic-achieving students with the classroom teachers in Literacy and Math. They are assigned to classrooms</p>
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Title I, Part A – Instructional Programs

	<p>based on the number of low-achieving students in a core classroom. They work with all low-achieving students.</p> <p>Title I funds provide for 1 part-time intervention teacher. This intervention teacher works with the lowest academic-achieving students through pull-out. She works with small groups using intervention strategies for literacy and math.</p> <p>Title I funds provide 1 parent coordinator. The parent coordinator's goal is to increase student achievement by involving the parents and families; and by increasing the capacity of teachers and staff. Four different times a year, a capacity building activity is conducted with the teachers and support staff. The goal of these activities is to train and support teachers so that they can better engage with parents and families. The parent plan, compacts, and parent meetings are major ways we get parents involved because parents share in the decision-making process. The parent coordinator also has various meetings throughout the year designed to increase parent capacity, such as PowerSchool training, EOC tests, EOG tests, Curriculum nights, Input meetings, Attendance, Discipline, Parent Day Luncheon, Grandparents' Lunch, Mother-Daughter Luncheon, and etc.</p> <p>Quitman County is not a Targeted Assistance School. We are a school-wide Title I school. There are no N&D Facilities in the geographical area.</p>
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:</p> <ul style="list-style-type: none"> • the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students; • the timely transfer of pertinent school records, including information on health, when children move from one school to another; and • how the district will use the Migrant Student Information Exchange (MSIX). 	<p>Quitman County School District will promote interstate and intrastate coordination of services and educational continuity. At the beginning of each school year and during registration, the Occupational Survey is given to parents/guardians to complete. Because migrant workers are usually homeless, they are referred to the school Homeless Liaison for service.</p> <p>The Migrant Student Information Exchange is used to allow States to share educational and health information on migrant children who travel from State to State and who as a result, have student records in multiple States' information systems. MSIX works in concert with the existing migrant student information systems that States currently use to manage their migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migrant children nationwide.</p> <p>Pertinent school records are transferred in a timely manner when children move form one school to another. The records include immunization records; birth certificate; and ear, eye, & dental records.</p>
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Title I, Part C – Migrant Supplemental Support Services

<ol style="list-style-type: none"> 1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.) 2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium 	<p>The district will collaborate with the ABAC Consortium to serve potential Migrant participants in our district. Regional Migrant Recruiters send the district a courtesy email every time he/she visits our district while they are recruiting. This email gives us the opportunity to meet with the Regional Recruiter face-to-face. Also, our Region 2 Coordinator has provided me with contact information, if questions arise, and I can contact DOE anytime.</p> <p>The district will provide academic instructional support and outreach activities. To all children, preschool through 12th grade and out-of-school youth and drop-outs, the district will ensure that parents are given the Migrant survey during registration. Through the survey, parents will be able to notify the school if they are migrant and receive instructional support. For out-of-school youth and drop-outs, MEP flyers are placed throughout the community (along with Homeless posters) to share contact information so that they can be provided support. Flyers that explain MEP summer trainings and MEP acceptance or denial letters, will be made available to all children and youth (preschool through 12th grade, and out-of-school youth and drop-outs. Support is also provided by way of our local resource collaborate agency, Family connection. Three representatives from the school meet with the</p>
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Title I, Part C – Migrant Supplemental Support Services

member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)	collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the needs of MEP families. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. If questions arise, we confer with our Consortium Specialist as part of our collaboration efforts.
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: ● Description of your district's procedures ● Specific professional learning activities ● Plan to monitor implementation with fidelity</p>	<p>Quitman County school system will provide evidence-based research interventions to maintain high expectations for students with disabilities to improve graduation rates. All students with disabilities will participate in a leveled-literacy intervention to improve their reading level to gain access to grade-level standards.</p> <p>Quitman County will continue to provide opportunities for students with disabilities to take classes with their typically developing peers with appropriate accommodations and modifications to make progress towards their IEP goals and objectives and grade-level standards.</p> <p>Special education teachers, special education paraprofessionals, and general education staff will participate in on-going professional learning to improve co-teaching and differentiating strategies in the general education classroom. Staff will also attend professional learning to ensure our students have the resources they need to transition successfully into to post-secondary. The special education staff meets monthly to discuss special education needs. Post-secondary transition and graduation is a priority at every meeting. Agendas and sign-in sheets are submitted to the Superintendent monthly.</p> <p>All Students with Disabilities have a transition plan in place before they enter high school or age 14, and it is updated annually with their IEP. The IEP team and the case manager for the student ensures goals in the IEP are being implemented and activities are being completed. The students case manager completes a survey with the students annually to discuss and ensure they are working towards goals they desire. Activities include support from Vocational Rehabilitation center, Columbus Technical College and CTAE. Quitman County Special Education Department hosted for the first year during FY19, a transition fair. Parents and students were invited to talk to vendors about opportunities for their children. Students with Disabilities were able to attend a couple of college fairs during FY19 to gain access and experience to a college campus. The families were also provided opportunities through parent engagement to have exposure to financial aid opportunities and scholarships. Quitman County has an 100% graduation rate for FY19. All students have signed a commitment to attend a post-secondary institution. We are very excited about this accomplishment. The Special education director will attend and/or monitor all IEP's for compliance and best practices to ensure the IEP team is discussing transition and completion of goals.</p>
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IDEA Performance Goals:

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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:● LEA procedures ● Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) ● Staff that will be designated to support the 3-5 population ● Collaboration with outside agencies, including any trainings conducted by the LEA ● Parent trainings</p>	<p>Quitman County School System has procedures in place to identify, locate, and evaluate children with disabilities residing in Quitman County who are in need of special education and related services. Our relationships with our stakeholders(local pediatricians, health department, Headstart, Pre-K and Babies Can't Wait) ensures that we transition and find students who are in need of specialized instruction.</p> <p>Quitman County consistently communicates with our stakeholders through our district website, flyer, local newspaper and social media to ensure we are making our community aware of opportunities for their young children in the Quitman County School System. Quitman County employs a Preschool teacher and a speech pathologist to support the general education teachers in the general education classroom.</p> <p>Quitman County was awarded a Summer Transition Grant for our rising kindergarten students. SWD's will also have an opportunity to extend their goals during the summer months in this program to ensure they have the skills they need to be successful when transitioning to kindergarten.</p> <p>The Special Education Director for the system meets monthly with the preschool staff to ensure compliance and best practice opportunities are provided to our young children and their families. Agendas and sign-in sheets are provided to the Superintendent monthly. Special education staff are also provided opportunities to attend professional learning to improve skills needed to make progress with preschool children. Staff are required to submit a redelivery form to engage other staff on relevant information.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:● How teachers are trained on IEP/eligibility procedures and instructional practices ● How LRE is ensured ● The continuum of service options for all SWDs ● How IEP accommodations/modifications are shared with teachers who are working with SWDs</p>	<p>Every child with a disability in Quitman County is entitled to a Free Appropriate Public Education (FAPE). The IDEA emphasizes special education and related services, which should be designed to meet a child's needs and prepare them for further education, employment, and independent living.</p> <p>The IDEA procedural safeguards, as well as, the Quitman County policies and procedures manual, states that parents have a right to review all educational records pertaining to their child, receive notice prior to meetings about their child's evaluation, placement, or identification, and to obtain an Independent Educational Evaluation (IEE) for consideration at such meetings.</p> <p>Students with Disabilities in the Quitman County School System will be provided services, accommodations, and modifications that give each student the greatest chance of progressing towards and accessing grade-level standards based on the state and local standards. SWD's are included in all universal screeners to ensure we are placing them in the best intervention groups alongside our general education population. SWD's are given the same</p>
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IDEA Performance Goals:

<ul style="list-style-type: none"> ● Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided 	<p>opportunities the general education population to participate in interventions, extracurricular activities and our SOAR program.</p> <p>All special education teachers are provided Professional learning opportunities through GLRS and local staff to include all components of an IEP and eligibility. Quitman County transitioned to GoIEP during the FY19 year to ensure all IEP's and eligibilities are compliant and meet federal and state rules/laws. The support from the GoIEP team at the GaDOE has been incredible.</p> <p>The IEP team considers the Least Restrictive Environment for every student with a disability during a meeting. These considerations places students in the best place to access grade-level stands with success.</p> <p>The special education Director monitors all IEP's and eligibilities, holds monthly meetings with staff, attends IEP meetings and completes classroom walkthroughs to ensure FAPE is provided to all students with disabilities.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:● LEA procedures to address timely and accurate data submission ● LEA procedures to address correction of noncompliance (IEPs, Transition Plans) ● Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance ● Supervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>Quitman County School system has policies and procedures in place that addresses all state and federal laws and regulations. The manual is a working document and is updated as needed. All staff have been provided a copy of the Quitman County Special Education Procedural manual, as well as the manual being posted on our district website. Quitman County staff understands that these approved policies and procedures are non-negotiable. Quitman County will continue to follow procedures as stated in the manual, as well as providing best practices to students, parents and staff when appropriate. The Special Education Director, as well as, the building level administrators will monitor and supervise all special education staff to ensure they are in compliance with state and federal laws. The special education director will attend/read conferences, webinars, and e-mail blast provided by the GaDOE to ensure she is up to date on recent trends and best practices involving federal programs, and will re-deliver to staff as appropriate. The Special Education will send weekly e-mails out with updates from the GaDoe to all staff, as well as, provide technical assistance, as needed. The special education director will also provide information to the staff at the monthly special education meeting to address best practices and recent trends from the GaDOE. Timeline data and submission of the data is documented in the special education procedural manual, as well as, reported to the Superintendent's cabinet members monthly</p>
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IDEA Performance Goals:

	to ensure all programs are reporting data accurately and on time.
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

<p>Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement:</p> <ol style="list-style-type: none"> 1. In support of well-rounded educational opportunities, if applicable 2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need # and action step # 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 # 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 # 	<p>The district received \$13,713 in funding. FY18 and FY19 CCRPI data results show that achievement is low for both the elementary school and the high school. There is a need to intervene and implement instructional support so that student achievement can increase. The team decided to use the funds in the following way.</p> <ul style="list-style-type: none"> • Well-rounded educational opportunities for all high school students: Intervention software and supplies. Funds will be used to supplement these purchases. <p>Intervention Software--Quitman County School District is a school-wide Title I district. All students are allowed access to interventions and supports. The objective of the intervention software is to provide supplemental instruction and differentiated instruction to students. The intended goal/outcome is to increase student Lexile reading levels and math milestone achievement scores.</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	The district will continue to collaborate and consult with stakeholders throughout the year. Continued collaboration and consultation with original stakeholders and newly formed collaboratives will ensure that interpretation of the data is more accurate; and it will allow us to see a wider view so that we can accurately interpret the data and develop action steps.
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

<p>Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?</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>The district had 2 equity gaps. They were to increase the schools' star climate score rating by 1 star; and to increase the number of teachers retained in the district by 10%.</p> <p>Increase the schools' star climate score by 1 star. The equity action plan was effective in reducing this equity gap. Each of the schools' star climate scores increased from 1 star to 3 stars (Quitman County Elementary School and Quitman County High School).</p> <p>Increase the number of teachers retained in the district by 10%. The district saw a decrease in the number of teachers leaving the district. At the end of FY18 (last year) there were 12 vacancies. Twelve positions had to be filled this year and they were filled. At the end of this year--FY19, 2 positions will need to be filled. So, the equity action plan was effective in reducing the equity gap. The district exceeded the goal at reducing the number of teachers retained in the district by 16.6%</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>Quitman County was successful in implementation of the FY19 Equity Action Plan and its effectiveness in addressing the equity gaps. The Equity Action Plan was presented to our weekly Superintendent's Cabinet. The program director explained the monitoring process to the district and school leaders. The plan was revisited often.</p>