



Comprehensive Needs Assessment 2023 - 2024 District Report



Lowndes 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	Dr. Shawn Haralson
Multiple Program(s)	Federal Programs Director	Herb Hamilton
Multiple Program(s)	Curriculum Director	Veronica Brown/Julie Klein
Multiple Program(s)	School Leader (#1)	Beth Lind- Non-Title
Multiple Program(s)	School Leader (#2)	Sol Summerlin- Title I
Multiple Program(s)	Teacher Representative (#1)	Miranda Culbreth- ES
Multiple Program(s)	Teacher Representative (#2)	Alyssa Smith- HS
McKinney-Vento Homeless	Homeless Liaison	Sandra Wilcher
Neglected and Delinquent	N&D Coordinator	Herb Hamilton
Rural	REAP Coordinator	NA- Grant not Applicable to District
Special Education	Special Education Director	Mindell Downing
Title I, Part A	Title I, Part A Director	Herb Hamilton
Title I, Part A	Family Engagement Coordinator	LaVerne Rome
Title I, Part A - Foster Care	Foster Care Point of Contact	Sandra Wilcher/Penny Turner
Title II, Part A	Title II, Part A Coordinator	Herb Hamilton
Title III	Title III Director	Herb Hamilton
Title IV, Part A	Title IV, Part A Director	Herb Hamilton
Title I, Part C	Migrant Coordinator	Herb Hamilton

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Rodney Green
Multiple Program(s)	Testing Director	Buffey Reddick
Multiple Program(s)	Finance Director	Ken Overman
Multiple Program(s)	Other Federal Programs Coordinators	Herb Hamilton
Multiple Program(s)	CTAE Coordinator	Dr. Cloise Williams
Multiple Program(s)	Student Support Personnel	Sandra Wilcher/Natalie Howell

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal Representatives	Al Swilley/LeAnne McCall/Ivy Smith
Multiple Program(s)	High School Counselor / Academic Counselor	
Multiple Program(s)	Early Childhood or Head Start Coordinator	Julie Klein
Multiple Program(s)	Teacher Representatives	Meaghan Hoffman, Crystal Powell
Multiple Program(s)	ESOL Teacher	Susan Phillips
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	NA
Multiple Program(s)	ESOL Coordinator	Joy Cowart
21st CCLC	21st CCLC Program Director	NA
21st CCLC	21st CCLC Site Coordinator or Data Specialist	NA
Migrant	Preschool Teacher	Ana Brown
Special Education	Student Success Coach (SSIP)	NA
Title II, Part A	Human Resources Director	Randy Cooper
Title II, Part A	Principal Supervisors	Rodney Green
Title II, Part A	Professional Learning Coordinators	Herb Hamilton/Tenry Berry
Title II, Part A	Bilingual Parent Liaisons	NA
Title II, Part A	Professional Organizations	Coastal Plains RESA
Title II, Part A	Civil Rights Organizations	NA
Title II, Part A	Board of Education Members	NA
Title II, Part A	Local Elected/Government Officials	NA
Title II, Part A	The General Public	
Title III	Refugee Support Service Staff	NA
Title III	Community Adult ESOL Providers	Wiregrass Technical College, Jacob Oglesby
Title III	Representatives from Businesses Employing Non-English Speakers	NA
Title IV, Part A	Media Specialists/Librarians	Cindy Taylor/Alison Hamel
Title IV, Part A	Technology Experts	Lindsey Martin, Jeff Harrell
Title IV, Part A	Faith-Based Community Leaders	NA

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)	NA
Multiple Program(s)	Private School Officials	NA- No participating Private Schools
Migrant	Out-of-School Youth and/or Drop-outs	Daniel Valdez- Migrant SSP
Title I, Part A	Parent Representatives of Title I Students	Austria Pacheco, Alaina Lewis (LPE)/Shelbra McKnight (MBE)
Title I, Part A - Foster Care	Local DFCS Contacts	Gail Finley
Title II, Part A	Principals	Ivy Smith/Neil Wilkes
Title II, Part A	Teachers	Jessica Dillard (DES)/Porchia Seawright (PGM)
Title II, Part A	Paraprofessionals	.
Title II, Part A	Specialized Instructional Support Personnel	Heather Morin/Heather Epley
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Creasy Sermons, Coastal Plains RESA
Title III, Part A	Parents of English Learners	Heather Pettis, Silvina Cruz

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Regina Purvis- Coastal Plains RESA (PL) Bobby Smith
Multiple Program(s)	Technical, College, or University Personnel	NA
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	NA
21st CCLC	21st CCLC Advisory Council Members	NA
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	NA
Migrant	Migrant PAC Members	Austria Pacheco/Laura Yanez (MEP Parents)

Recommended and Additional Stakeholders

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

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	Team members were selected based on the fact that those serving on the team are present and work with our Schools/District on a regular basis and have a working stakeholder knowledge of the vision and mission of the School/System. Team members have a vested interest in the successful operation of our system as an educational provider and offer their individual and unique perspectives to the overall vision of the challenge of Lowndes County School System (LCSS). Survey data was gathered from varied populations of stakeholders to ensure that a representative voice was heard in this process. District and School leaders selected internal and external stakeholders as they recognized their relationships, past participation, and general concern and/or support to our school system.
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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?	LCSS works to ensure that every person in this system/process of education has an opportunity to be heard. Consistent updates to all relevant members of the CNA team and sub-teams are provided throughout the year. Access to information is available at every level and lines of communication are open from the individual classroom level to the Board of Education. Specifically in the CNA process, stakeholder representatives are invited to participate and provide input in the formal settings, as well as, in informal opportunities that may occur during the year. In FY 20 and FY 21, survey data was presented to various stakeholders (including parents, parents of subgroup representations) chosen for their specific relationships to LCS. This data was broad and open to address any areas of concern from the stakeholder groups. The data was received and analyzed by the members of the CLIP Team at the central office and incorporated into the development of the ongoing improvement plan.
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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		
1. Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

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

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

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

Effective Leadership Data

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

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

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

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

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

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

Effective Leadership Data

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

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

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	

Leader Keys Effectiveness System- Standard

Standard	Score
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>LCSS district leaders identified three target areas for improvements (leadership, learning, and resources) and selected approximately 50 stakeholders representing all schools, the district office, and the community. The stakeholders used current school and system improvement plans, CCRPI data, School Climate data, student achievement data, and surveys results in identifying its needs. Also, the district representatives used the findings from the most recent AdvancED report (February 2018).</p> <p>Annually, LCSS uses an internal climate and culture survey to make decisions related to staffing and the allocation of resources.</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>In December 2017, after the analysis of data, stakeholder committee groups reached consensus on goals, measurable objectives, and determined actions for each with timelines, funding, persons responsible, and means of evaluation. The creation of this five-year plan has multiple action steps to be implemented each year.</p> <p>Based on annual perception data, within the leadership realm, we found the need to involve more stakeholders to increase student attendance and college and career readiness awareness. Additionally, it became very apparent that we need to put a process in place to identify, develop, and support aspiring leaders. In the learning realm, we noticed the need to engage our teachers more in data analysis activities which would lead to higher student engagement. Through this data analysis, it would also help us to identify students who are struggling and need more non-traditional assistance. Within the resource realm, we found the need to implement more effective PLCs, to attract and employ quality, diverse personnel, and to use technology and digital resources to reach instructional learning targets.</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>Classroom observation data (formal and informal) and data from a technology based observation tool (ELEOT) to determine student engagement.</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?”)	In reviewing the process data sources, we found the need to examine all of our processes, initiatives, programs, and assessments to ensure ensure that they are provide the systematic and sustainable improvements we need. Additionally, our process data uncovered the need for us to develop, implement, and monitor a system-wide instructional framework to ensure that rigorous, differentiated, and personalized learning opportunities were being provided to our students.
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What achievement data did you use?	Achievement data included common assessments, benchmark data, various online learning program data, and annual summative data.
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What does your achievement data tell you?	<p>Based on Spring 2022 GMAS EOG & GMAS EOC tests, LCSS students are moving towards to reaching its pre-pandemic achievement levels. Spring 2022 was the first administration since Spring 2019 in which the school system tested a minimum of 95% of its enrolled students.</p> <p>Percentage of L3 and L4 students in ELA EOG- (Spring 2022/Spring 2019)</p> <p>3rd Grade: 46.2%/50%</p> <p>4th Grade: 50.2%/56%</p> <p>5th Grade: 53.9%/49%</p> <p>6th Grade: 49.9%/58%</p> <p>7th Grade: 42.2%/50%</p> <p>8th Grade: 51.4%/59%</p> <p>Percentage of L3 and L4 students in Math EOG- (Spring 2022/Spring 2019)</p> <p>3rd Grade: 64.4%/68%</p> <p>4th Grade: 68.3%/66%</p> <p>5th Grade: 60.9%/54%</p> <p>6th Grade: 54.1%/59%</p> <p>7th Grade: 50.8%/58%</p> <p>8th Grade: 60.6%/58%</p> <p>Percentage of L3 and L4 students in Science EOG - (Spring 2022/Spring 2019)</p> <p>5th Grade: 60.3%/53%</p> <p>8th Grade: 54.4%/58%</p> <p>Percentage of L3 and L4 students in Social Studies EOG - (Spring 2022/Spring 2019)</p> <p>8th Grade: 55.7%/52%</p> <p>Percentage of L3 and L4 students in ELA EOC - (Spring 2022/Spring 2019)</p> <p>American Literature & Composition EOC: 60%/46%</p> <p>Percentage of L3 and L4 students in Math EOC - (Spring 2022/Spring 2019)</p> <p>Geometry EOC: 71.1%/41%</p> <p>Percentage of L3 and L4 students in Science EOC - (Spring 2022/Spring 2019)</p> <p>Biology EOC: 79.9%/59%</p>
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	<p>Percentage of L3 and L4 students in Social Studies EOC - (Spring 2022/Spring 2019)</p> <p>US History EOC: 63%/62%</p> <p>Based on historical trend patterns, LCSS students continue to outperform their RESA counterparts in most academic areas.</p> <p>Based on trend data, LCSS continues to perform as well as other comparable systems that have a similar demographic makeup to include similar ethnicities, level of poverty, the percentage of students with disabilities, and the percentage of English learners.</p>
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What demographic data did you use?	Racial/ethnic, subgroup data, special population data, and various other demographic data points were used to examine student trends. Many of these demographic fields are reported by parents during the registration process.
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What does the demographic data tell you?	There hasn't been any significant change in enrollment most of the ethnic subgroups or the federal reporting subgroups with the exception of our Immigrant population. In 2020-2021, Lowndes was recognized for a significant increase in the percentage of Immigrant students enrolled for the FY 21 and that trend has held steady through 2022. We continue to monitor the achievement of various demographic subgroups to ensure that they are meeting the academic expectations and the learning targets established at each school.
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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

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?

- Lexile scores are lower than desired across the District
- Writing scores should be higher; a need for systematic writing processes to increase scores.
- ELA scores (in general) should be higher as they reflect little growth across the district
- Lack of rigor in Tier 1 instruction and expectations across all content areas
- Parent/community engagement opportunities and participation should increase in the teaching & learning process
- Focus on increasing the reading ability of subgroups
- Professional Learning initiatives are provided by the District and specific PL needs that may correlate with the broader district vision are addressed in the schools
- Focus on using high-impact strategies as listed in the LCSS Instructional Framework
- An identified need for additional Professional Learning Leadership is needed as more of the responsibility has fallen on the shoulders of Curriculum personnel.
- Lack of consistency in response to intervention practices and identifying students in the appropriate tiers.
- A variety of Gifted service delivery models need to be used to meet the needs of all gifted students
- There is a need for a common platform where staff may access all resources needed to provide teaching and learning strategies and assessments along with an inventory of available technology resources (both informational and physical) used for instruction
- Professional Learning initiatives are provided by the district and at the school level to address SEL needs and to build capacity of teachers to manage and respond to student needs including a system wide book study
- SEL program created to offer intensive interventions for students in need of a smaller setting
- There is a need to provide behavior interventions and supports to teachers to implement on a Tier 1, II and III level
- The Science of Reading needs to be incorporated throughout grades K-3 to ensure students will read on or above grade level.

Strengths and Challenges Based on Trends and Patterns

<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<ul style="list-style-type: none"> ● LKES data correlates very well with student achievement data ● Overall, leadership opportunities are available for LCSS educators at the school and District levels but should increase. A large number of current District and School leaders are eligible for retirement within the next few years. ● Though there is sufficient data to demonstrate high student achievement in LCSS, the mindset within the system is one of constant need to improve ● There is a verifiable commitment to Professional Learning at the school and District levels. ● There is a need for consistent leadership development participation in an aspiring leaders program
<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>	<ul style="list-style-type: none"> ● Very high and consistent Professional Qualifications percentage ● Professional Learning is emphasized through Professional Learning Communities (PLCs) across the District ● Incorporating technology/digital resources in PLCs to increase achievement ● SEEDS (new teacher mentoring program) helps build a successful staff and aids in teacher retention for the District. This will be reimplemented for FY 24. ● Attention to content-specific endorsement needs ● Based on student performance data, there is a need to strengthen the Professional Learning support with lead Academic/Instructional Coaches that focus specifically on math and literacy ● Provide multiple PL opportunities for all leaders at every level ● "One Lowndes" - the driving mantra to afford every child at every school the same high level of education (i.e. equity throughout the District) ● There is a need for greater collaboration opportunities among content teachers across the District, as well as, between grade level teachers to create a better understanding of standards delivered at each level and to improve the transitional knowledge and skills levels of students ● Professional Learning opportunities have shifted from teachers/administrators "going" for PL from outside providers to more direct, precise, and specific PL needs are addressed within and provided by the District. By taking this approach, more funds are needed to pay teachers for off-contract time for PL. (This lessens the needs for teachers to be out of class during the instructional year). ● Leading and implementing effective Professional Learning has been absorbed in the roles of the Curriculum Directors and Assistant Superintendent for Teaching and Learning. There is an identified need to share this responsibility among those Directors and an identified single position to establish and implement effective PL in conjunction with the

Strengths and Challenges Based on Trends and Patterns

	curriculum leaders, Principals, Coaches, and staff at the schools.
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?	<ul style="list-style-type: none"> ● Effective parent participation differs within the System and from school-to-school. Title I schools get lots of participation with entertaining events (concerts, plays, performances) in conjunction with Title I input meetings, but struggle to get participation with school support efforts. ● Other schools have a lot of parent/community "traffic" in their schools, but may struggle to get that channeled into productive efforts. Isolated pockets/programs get great parent/community support within the System, but most of that is for extra-curricular focus. ● Non-Title schools have PTO meetings and/or structures/meetings similar to Parent Action Team meetings to analyze trends and solicit feedback from all stakeholder groups. ● The community in general rates the System very favorably and seems to indicate confidence and appreciation in the direction of the System as a whole. ● There is a need to find more and different ways of gathering stakeholder input at the School/District level ● LCS will have several initiatives that will rely on better coordination and communication with local agencies and resources to better provide for and serve staff, students, and families
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?	<ul style="list-style-type: none"> ● CNAs/DIPs/SIPs highlight the specific needs at each school/site. ● Considerations are given when analyzing the overall goals for each facility with the supportive learning environment in mind. ● The District looks for trends and needs that may be more prevalent across the District ● Social/Emotional Learning needs of students have emerged as a need ● Increased focus and training on the effects of trauma and the emotional impact on students ● Need for diversity awareness training for the staff as it relates to increased student achievement ● The District continues to look for ways to support teachers instructionally, physically & emotionally. ● Providing a safe and orderly learning environment for staff, students, and visitors is a major objective. This not only includes personal safety, but emotional safety and safety from online threats to personal attacks and digital data attacks

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>	<ul style="list-style-type: none"> ● According to all available data, the Lowndes County School District performs better than the average in financial efficiency while accommodating growth. ● The most recent financial Star Rating found LCSS as one of the top Districts in the State for several years.
<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>	<ul style="list-style-type: none"> ● Constructed responses are difficult over all. Online testing has not been beneficial to special education students. Students tired after taking sections of ELA and Math as the test sessions were very long. ● Low scores in ELA ● Little change in scores across content areas ● GMAS data, formative assessment data, and CCRPI reports will help shape the directions of the efforts of the LCSS for all student groups and subgroups. ● PL directions for teachers and leaders will be prioritized in relations to the needs identified out of student achievement data. ● Inconsistent data over the last two years due to school closures/pandemic issues is a challenge ● More than 98% of LCSS student participated in FY 22 standardized assessments (i.e. GMAS and EOC)

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>	<ul style="list-style-type: none"> ● The special education leadership and teachers recognize the importance of increasing student achievement, horizontal and vertical collaboration, student and parent involvement, engagement, and self-advocacy. ● The system holds monthly leadership meeting with special education administrators. Special education administrators meet with their staff on a regular basis. ● Special education teachers are included in Professional Learning Communities and professional development with their general education peers as well as with their special education cohorts. ● LCSS continues to prioritize hiring of Special education teachers who have content certification as well as special education certification even though it is
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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>recognized content certification may be waived when necessary. In grades 3-8, SWDs consistently surpass the State performance in Reading and Math.</p> <ul style="list-style-type: none"> ● A new reading initiative 2021-2022 aimed specifically on increasing the Lexile levels of SWD. The reading initiative has been continued and expanded based on good results students have experienced.
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Challenges	<ul style="list-style-type: none"> ● Focus on increasing the Lexile scores of SWDs in all grades. ● Increase Post-Secondary Outcomes as well as American Literature and Composition and Biology EOC scores at the high school level. ● While SWDs in Lowndes High School generally outperform SWDs in Georgia, there are areas in need of improvement. ● To extend the learning time of SWD to address gaps in skills, elementary and middle schools will each have a "flexible" academic time in which either ELA or math will be the focus. Many of our SWD will receive instruction in the general education classroom with a second dip of instruction in the small group. ● Providing relevant access to current grade level standards while addressing gaps in skills. ● Increase parent knowledge of special education. ● Increase professional development for new special education teachers.
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<ul style="list-style-type: none"> ● Academic Coaches at each school ● Class-size reduction teachers where possible ● technology- devices and connectivity ● flexibility in federal funding ● site-based decision making that addresses the needs of each Title I school ● Behavioral interventionists offered for Tier 1, II and III intervention support
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Challenges	<ul style="list-style-type: none"> ● Potential in reduction/ loss of federal funds may jeopardize current strategies in place ● Students limited access to Internet at home reduces instructional options ● Getting stakeholder input and stakeholder participation ● Reversing negative trends/habits created by necessary pandemic practices
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Title I, Part A - Foster Care

Strengths	<ul style="list-style-type: none"> ● Relationships between the LEA and DFCS allow for a cooperative atmosphere ● Social workers are notified when students are placed in therapeutic homes to ensure services are coordinated ● Collaborative efforts between local agencies, LEA, and DFCS to ensure foster children have access to services and to minimize any disruptions ● -Established procedures already in place to address transportation needs ● -Relationship with LEA Transportation Director, social workers, and school administrations creates a cooperative atmosphere ● Created trauma assessment process to gather information from DFCS and hold Trauma Educational Impact Reviews for foster children as outlined in HB 855
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Challenges	<ul style="list-style-type: none"> ● Geographic distances between rural schools create longer transportation times for students ● Funding responsibilities- i.e. LEA vs DFCS ● LEA is not always contacted when foster children change foster homes until school changes have occurred ● Case managers transferring cases and not communicating with LEA to ensure seamless communications continue ● Foster children from other counties placed in homes within LEA school district without notifying LEA of status ● Contract service providers hosting foster homes in LEA school district with no local contact for DFCS due to the contract provider being the liaison for the child thus hindering communication ● Increased awareness and need for S/EL and behavior supports with specific groups of children (Foster Care, N&D)
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Title I, Part A - Parent and Family Engagement

Strengths	<ul style="list-style-type: none"> ● Supportive community/involved stakeholders ● Overall stakeholder approval of District ● Utilizing a District-wide Coordinator for F&CE ● Flexibility of communicating and disseminating Title I information electronically. This has increased stakeholder input/participation.
Challenges	<ul style="list-style-type: none"> ● Getting stakeholder feedback in decision-making processes ● Low parent participation in events geared toward school business

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	<ul style="list-style-type: none"> ● Two Full-time SSPs ● Support for OSY/DOs ● Support for Pre-school students ● technology devices for OSY/DOs ● Collaborative community partners ● Active PAC
Challenges	<ul style="list-style-type: none"> ● Achievement gaps for MEP students: Specifically in ELA- using Milestones data- MEP students score 29% higher than other students in the Beginner level, 14% higher in the Developing level, 31% lower in the Proficient level, and 13% lower in the Distinguished level ● Annual allocations are generally low for current program needs

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

Strengths	<ul style="list-style-type: none"> ● Consistency of support through a contracted vendor ● Cooperative Site Leaders ● Technology support of District
Challenges	<ul style="list-style-type: none"> ● Uncertain length of time students are in residence ● S/EL needs of students housed in N&D residential facilities

Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: “100% transfer of FY24 Title II, Part A funds.”

Strengths	<ul style="list-style-type: none"> ● Historically strong reputation for T&L as a District (attractive for potential teachers) ● Academic Coaches at each school ● District level Coaches for ELA, math, and Director of Teacher & Leader Quality ● Collaborative environment with Coastal Plains RESA
Challenges	<ul style="list-style-type: none"> ● Age of current District and School Leaders (nearing retirement) ● Inconsistent program for internally grooming Leadership ● low allocations to cover current plans ● Need for an individual to assume the needs of student, staff, and campus safety ● Need for additional funds to pay staff stipends for PL done during off-contract time (to reduce the out-of-class time for PL during the school year).

Language Instruction for English Learners and Immigrant Students

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

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

Strengths	<ul style="list-style-type: none"> ● Tremendously passionate and dedicated staff ● Focused professional learning is supported by the District and Principals ● Reading and Listening Domains on most recent ACCESS ● Supportive families
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Challenges	<ul style="list-style-type: none"> ● Writing and speaking domains ● restrictive budget ● Turn over of teachers in EL positions ● Need for getting more language certified/endorsed teachers to help support ELs ● Scheduling for smaller populations creates conflicts for school-level administrators ● Tier I supports for ELs in the mainstream classroom
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	<ul style="list-style-type: none"> ● McKinney Vento Grant Recipient ● Designated homeless case manager to overcome barriers hindering academic performance and attendance. ● Tutoring program provided through the grant. ● Transportation services offered to ensure transportation available in rural areas to ensure students remain in school of origin when in their best interest. ● Provision of supplies such as backpacks, school supplies, educational field trip fees, clothing, and a cap and gown for graduating seniors are provided to eliminate barriers to academic success. ● Professional learning provided to all staff, classified and certified. ● Collaborative efforts between central enrollment and homeless liaison ensures increased identification to provide expeditious services to HCY. ● Collaborative partnerships established with local shelters, hotels, and other areas frequented by families experiencing homelessness.
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Challenges	<ul style="list-style-type: none"> ● Identification of HCY when already enrolled in LEA. ● Access to services unique to rural areas of LEA. ● Arranging transportation for transient students given large land mass of LEA school district; avoiding long commutes. ● Identifying HCY in need of tutoring expeditiously to avoid gaps in learning. ● Building sensitivity and awareness of student needs with staff while maintaining confidentiality of HCY
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Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: “100% transfer of FY24 Title IV, Part A funds.”

Strengths	LCSS has chosen to transfer these funds to other grant areas for FY 24 and, therefore, omits Title IV, Part A as an impacted program/funding source.
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Challenges	LCSS has chosen to transfer these funds to other grant areas for FY 24 and, therefore, omits Title IV, Part A as an impacted program/funding source.
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Title I, Part A - Equitable Access to Effective Educators

Strengths	<p>In analyzing the most recent Equity data, Title I (school-wide) schools measure favorably compared with non-Title schools within the District in providing quality educators. The comparisons below indicate that Title I schools have favorable percentages (averages) in the equity areas shown:</p> <ul style="list-style-type: none"> ● Inexperienced Teachers- Title I schools= 25.6%% . Non-Title I Schools= 29.8% ● Emergency/Provisional Certificates- Title I schools= 1.8% . Non-Title I Schools= 5.6% ● TEACHER RETENTION- Title I Schools= 95.2.% Non-Title I Schools= 90% ● TAPS (Summative Mean) - Title I= 21.32. Non-Title Schools= 21.04 (MOST RECENT)
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Title I, Part A - Equitable Access to Effective Educators

Challenges	Maintaining an equitable distribution of professionally qualified and high performing teachers at all schools LCSS with consideration to Title schools is the main focus. Though this is difficult to predict since each principal interviews and recommends his/her own staff, equity is held in the balance of the building-level administrators. Administrator communication and the common mindset of expectations drives the continued practice of hiring the best teacher candidates and most capable staff at each school.
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Title V, Part B - Rural Education

Strengths	NA- NOT APPLICABLE TO LOWNDES COUNTY SCHOOLS
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Challenges	NA- NOT APPLICABLE TO LOWNDES COUNTY SCHOOLS
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	(LCS Strategic Plan: Academics & Instruction) Commit to consistent innovative system-wide processes resulting in high levels of learning and growth for all stakeholders
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	No
Priority Order	1

Additional Considerations	
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Overarching Need # 2

Overarching Need	(LCS Strategic Plan: Student Services) Building the social/emotional learning capacity of all stakeholders
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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Overarching Need # 3

Overarching Need # 3

Overarching Need	(LCS Strategic Plan: Operations, Maintenance, School Safety, & Facilities) LCS will work to maximize operational efficiency, ensure safe campuses, and recruit/retain/train high quality staff
How severe is the need?	Low
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	Unranked

Additional Considerations	
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Overarching Need # 4

Overarching Need	(LCS Strategic Plan: Technology) Create an infrastructure that supports the District's instructional and operational processes
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	Unranked

Additional Considerations	
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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 - (LCS Strategic Plan: Academics & Instruction) Commit to consistent innovative system-wide processes resulting in high levels of learning and growth for all stakeholders

Root Cause # 1

Root Causes to be Addressed	LCS will focus on all aspects of increasing student growth and achievement in all content areas as indicated on all available formative and summative assessments as student performance does not meet District expectations
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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Overarching Need - (LCS Strategic Plan: Student Services) Building the social/emotional learning capacity of all stakeholders

Root Cause # 1

Root Causes to be Addressed	LCS will work towards increasing collaboration between all stakeholders and will coordinate services/best practices to help ensure the best environment for teaching and learning to occur through meeting the social and emotional needs of all stakeholders
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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Overarching Need - (LCS Strategic Plan: Operations, Maintenance, School Safety, & Facilities) LCS will work to maximize operational efficiency, ensure safe campuses, and recruit/retain/train high quality staff

Root Cause # 1

Root Causes to be Addressed	LCS will increase efforts to identify and retain quality educators and leaders to support student growth and achievement
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	No
Impacted Programs	School and District Effectiveness

Additional Responses	
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Overarching Need - (LCS Strategic Plan: Technology) Create an infrastructure that supports the District's instructional and operational processes

Root Cause # 1

Root Causes to be Addressed	LCS will work to maintain a platform that enables staff and students to safely navigate electronic resources and maintain appropriate levels of privacy, safety, and security of global digital threats
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	
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