



# Comprehensive Needs Assessment 2019 - 2020 District Report



**Taylor County**

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

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

#### Required Team Members

Program	Position/Role	Name ("NA" may be used)
Multiple Program(s)	Superintendent/Assistant Superintendent	Mrs. Jennifer Albritton
Multiple Program(s)	Federal Programs Director	Mrs. LaTonja Turner
Multiple Program(s)	Curriculum Director	Mrs. Felicia Purdy
Multiple Program(s)	School Leader (#1)	Mrs. Jolynn Moncrief
Multiple Program(s)	School Leader (#2)	Mr. Brian Barnhill
Multiple Program(s)	Teacher Representative (#1)	NA
Multiple Program(s)	Teacher Representative (#2)	NA
McKinney-Vento Homeless	Homeless Liaison	Mrs. LaTonja H. Turner
Neglected and Delinquent	N&D Coordinator	Mr. Marcus Green, Liaison to the Residential Facility
Rural	REAP Coordinator	Mrs. LaTonja H. Turner
Special Education	Special Education Director	Mrs. Ann Hopkins
Title I, Part A	Title I, Part A Director	Mrs. LaTonja H. Turner
Title I, Part A	Family Engagement Coordinator	Mrs. Teresa Davis
Title I, Part A - Foster Care	Foster Care Point of Contact	Mrs. LaTonja H. Turner
Title II, Part A	Title II, Part A Coordinator	Mrs. LaTonja H. Turner
Title III	Title III Director	Mrs. LaTonja H. Turner
Title IV, Part A	Title IV, Part A Director	Mrs. LaTonja Turner
Title I, Part C	Migrant Coordinator	Mrs. LaTonja H. Turner

#### Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant superintendent	N/A
Multiple Program(s)	Testing director	Mrs. Felicia Purdy
Multiple Program(s)	Finance director	Mrs. Amy Lloyd
Multiple Program(s)	Other federal programs coordinators	Mrs. Felicia Purdy
Multiple Program(s)	CTAE coordinator	Mrs. Michelle Kimble

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Student support personnel	Mrs. Dory Bernard, Mr. Cicero Latimore, Mr. Freddie Harmon, Mr. Tracy Caldwell
Multiple Program(s)	Principal representatives	Mr. Marcus Green, Georgia Center Educational Liaison
Multiple Program(s)	High school counselor / academic counselor	Mrs. Judy Smith
Multiple Program(s)	Early childhood or Head Start coordinator	Dr. Lezley Anderson
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	Mrs. Felicia Purdy
21st CCLC	21st CCLC site coordinator or data specialist	Mrs. Felicia Purdy
Migrant	Preschool teacher	N/A
Special Education	Student success coach (SSIP)	Mrs. Kimberly Jarrell
Title II, Part A	Human resources director	Mr. Shane Purdy
Title II, Part A	Principal supervisors	Mrs. Jennifer Albritton
Title II, Part A	Professional learning coordinators	
Title II, Part A	Bilingual parent liaisons	N/A
Title II, Part A	Professional organizations	GACIS
Title II, Part A	Civil rights organizations	N/A
Title II, Part A	Board of education members	Dr. Glenda Latimore
Title II, Part A	Local elected/government officials	NA
Title II, Part A	The general public	Ms. Lula Neal, Family Connections Coordinator
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	Mrs. Lisa Carr
Title IV, Part A	Technology experts	Mr. Denton Wainwright/Stacy Jarrell
Title IV, Part A	Faith-based community leaders	Pastor Mike Brandenburg

## 1. PLANNING AND PREPARATION

### 1.2 Identification of Stakeholders

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

#### Required Stakeholders

Program	Position/Role	Name ("NA" may be used)
Multiple Program(s)	Students (8th - 12th grade)	NA
Multiple Program(s)	Private School Officials	N/A
Migrant	Out-of-School Youth and/or Drop-outs	N/A
Title I, Part A	Parent Representatives of Title I Students	Ms. Kimberly Mathis
Title I, Part A - Foster Care	Local DFCS Contacts	Mrs. Kurby Rachaella
Title II, Part A	Principals	Dr. Lezley Anderson and Ms. Moneak McCrary
Title II, Part A	Teachers	Mrs. Lillia Parks, TCHS Instructional Coordinator
Title II, Part A	Paraprofessionals	Mrs. Lisa Hudgens, Mrs. Kristi Barrow
Title II, Part A	Specialized Instructional Support Personnel	NA
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Mrs. Jennifer Morton, Flint Energies Community Engagement Specialist
Title I, Part A	Parents of English Learners	N/A

#### Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA personnel	Mrs. Heidi Goodin
Multiple Program(s)	Technical, college, or university personnel	Mr. David Kuiper-SGTC
Multiple Program(s)	Parent advisory council members, school council parents, Parent- Teacher Association or Parent- Teacher Organization members	Mrs. Kimberly Mathis-Superintendent 's Parent Advisory
21st CCLC	21st CCLC advisory council members	NA
Migrant	Local Head Start representatives (regular and/or migrant Head Start agencies)	N/A
Migrant	Migrant PAC Members	N?A
Migrant	Local farmer, grower, or employer	N/A

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Family connection representatives	N/A
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	N/A
Migrant	Migrant high school equivalence program / GED representatives	N/A
Migrant	College assistance migrant programs	N/A
Neglected and Delinquent	Residential facility(ies) director(s)	Mr. Marcus Green/Ms. Lashay Wilson
Special Education	Parents of a student with disabilities	N/A
Special Education	Parent Mentors	N/A
Title II, Part A	School council members	N/A

<p><b>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</b></p>	<p>The Team (Superintendent, Director of Teaching and Learning, and Federal Programs Director) invited the suggested stakeholder roles from the Comprehensive Needs Assessment Identification of team members section. The recommended and required group of stakeholders began the process May 29, 2019 at The Taylor County Board of Education. The team facilitator ensured the selection of stakeholders were an inclusive group with varied perspectives by planning and meeting with the superintendent and director of teaching and learning to ensure that applicable staff schedules were cleared to include time to come and be active participants. Additionally, emails, letters, phone calls, and texts were sent to other required community and non-district stakeholders to invite them to attend the C.N.A initial meeting.</p> <p>Plans are in place to continue , throughout the year, Continuous District and School Improvement initiatives . Since the first meeting, Sign In Sheets, Agendas, Notes, and Evaluations (SANE) have been shared with stakeholders. Day two of the continuous district and school improvement process has been scheduled for day 1 of the annual leadership retreat on June 5, 2019. Day 2 of leadership is a continuation due to schedule changes. Stakeholders will support the process and review the FY 20 equity plan and Uniform Grant Guidance of Federal Programs July 8, 2019.</p> <p>As required, the team ensured that the selection of stakeholders is an inclusive group with varied perspectives for this meeting as well. Feedback is and will be provided to the district and its schools via focus groups, AdvancED Accreditation meetings, Strategic Planning and Review meetings.</p> <p>All required and recommended stakeholders are also invited to attend board meetings, community partner ships meetings such as inter- agency Family Connections, Literacy Task Force Team, and district family engagement</p>
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<p><b>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</b></p>	<p>meetings. The system leadership team members include the superintendent, curriculum director, assistant principal, title 1 director, principals, assistant principals, technology director, special education director, academic coaches, and instructional coordinators.</p> <p>The schools' leadership team members include the principal and assistant principal and several teachers representing different grade levels and program areas.</p>
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<p><b>How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?</b></p>	<p>Communication tools such as interactive website forms, Google Drive survey requests, Facebook, newspaper invitations, Remind 101, Google Email, Group Me Apps and our K12 System alert system will be used to engage stakeholders in meaningful feedback opportunities.</p> <p>Open and standing invitations for feedback have been communicated via email, letters, facebook, in person, texts, and hard copies feedback forms are available upon request.</p> <p>Draft plans and meeting notes will be presented during local school and district meetings, posted on the district and school websites, and hard copies will be made available upon request for a review and feedback period prior to the final submission to GaDOE.</p> <p>Various stakeholders are invited Taylor County School District throughout the year and in May to review data, discuss root causes, and determine possible goals for improvement and needs based on the data. The chairpersons of each of the five structures ensures that sign in sheets, agendas, and notes are taken throughout the needs assessment process. Several opportunities and various options are presented to stakeholders to provide meaningful feedback.</p>
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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		
<b>Exemplary</b>	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.	
<b>Operational</b>	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	
<b>Emerging</b>	The district processes for engaging and supporting schools in curriculum design without district process or support.	✓
<b>Not Evident</b>	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.		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	2. The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	
<b>3. Emerging</b>	3. The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	✓
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	2. The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	
<b>3. Emerging</b>	3. The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	✓
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	2. The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
<b>3. Emerging</b>	3. The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
<b>4. Not Evident</b>	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
<b>1. Instructional Leadership:</b> 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
<b>3.Planning and Assessment:</b> 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
<b>4.Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY18)	



Teacher Keys Effectiveness System- Standard

Standard	Score
<b>2. Instructional Planning:</b> 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.	1.93
<b>3. Instructional Strategies:</b> 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.	1.98
<b>4. Differentiated Instruction:</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.01
<b>5. Assessment Strategies:</b> 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.	1.98
<b>6. Assessment Uses:</b> 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.	1.98
<b>8. Academically Challenging Environment:</b> The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	1.98
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY18)	

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

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

#### Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, 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. <b>Instructional Leadership:</b> 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. <b>School Climate:</b> 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. <b>Planning and Assessment:</b> 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
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
<b>6. Teacher/Staff Evaluation:</b> 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
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .	
<b>Source:</b> TLE Electronic Platform (FY18)	

Teacher Keys Effectiveness System- Standard

Standard	Score
<b>9. Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.1
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> .	
<b>Source:</b> TLE Electronic Platform (FY18)	

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	
<b>3. Emerging</b>	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	✓
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	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.	✓
<b>4. Not Evident</b>	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
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
<b>6. Teacher/Staff Evaluation:</b> 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
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY18)	



## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	1.99
<b>9. Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.1
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	1.99
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY18)	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
<b>2.School Climate:</b> 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
<b>8.Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY18)	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	1.99
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY18)	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	
<b>3. Emerging</b>	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	✓
<b>4. Not Evident</b>	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
<b>1. Instructional Leadership:</b> 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
<b>2. School Climate:</b> 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
<b>3. Planning and Assessment:</b> 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
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
<b>6. Teacher/Staff Evaluation:</b> 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
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY18)	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	1.99
<b>2. Instructional Planning:</b> 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.	1.93
<b>3. Instructional Strategies:</b> 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.	1.98
<b>4. Differentiated Instruction:</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.01
<b>5. Assessment Strategies:</b> 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.	1.98
<b>6. Assessment Uses:</b> 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.	1.98
<b>7. Positive Learning Environment:</b> The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.04
<b>8. Academically Challenging Environment:</b> The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	1.98
<b>9. Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.1
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	1.99
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> .	
<b>Source:</b> TLE Electronic Platform (FY18)	

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

<p>What perception data did you use?</p>	<p>The perception data used :http:www.georgiainsights.com/school-climate-overview.html ,AdvancED Climate and Culture Parent Survey 030119, Student Surveys, Staff Surveys, District Star Climate rating, and Teacher Attendance 2015-2017.</p>
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<p>What does the perception data tell you?</p>	<p>Overall per the survey results, the district staff sees that the LEA is committed to continuous improvement. School Leaders regularly evaluate staff to improve teaching and learning.</p> <p><b>Personnel Survey:</b> Overall, personnel rated the district in the area of school climate as average. Personnel believe that the district is moving in the right direction and is becoming more united. They believe that personnel need more training in the areas of school discipline and RTI/MTSS to improve the overall school climate.</p> <p><b>Student Survey Strengths:</b>Principals and teachers have high expectations of students. Students feel that their teachers use tests, projects, presentations, etc to check their understanding of what was taught. Student perceptions are predominantly positive in all areas.</p> <p><b>Student Survey Challenges:</b>Students feel the primary school/elementary school isn't clean or safe.</p> <p><b>Parent Survey:</b>Parents report positive feelings toward their child's school. Parents are pleased that they receive flyers/newsletters with so much information concerning the schools. 71% parents feel that the teachers are helpful.</p> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>● Per the results, parents believe additional efforts to make parents feel welcomed would be helpful.</li> <li>● Parents are concerned that instruction is not rigorous enough.</li> <li>● 70% parents believe that the classrooms are teacher -centered.</li> <li>● 50% parents believe that worksheets are the source of instruction.</li> <li>● Family engagement and communication is not evident.</li> <li>● Parents are concerned that instruction is not rigorous enough.</li> <li>● Faculty and staff need training to support continuous improvement.</li> <li>● 50% of parents perceive teacher/parent interactions as being brief with no academic substance.</li> <li>● 31% of parents feel they can trust the schools.</li> <li>● Insufficient materials and resources for teachers.</li> <li>● Data-driven decision making could improve.</li> </ul> <p><b>Trends:</b></p>
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<p>What does the perception data tell you?</p>	<ul style="list-style-type: none"> <li>● Declining Students and teacher attendance</li> <li>● Climate rating decreasing at all schools</li> <li>● Concerns about students treating adults and each other with respect.</li> <li>● Caucasian students are missing more days than the other subgroups.</li> <li>● Learning targets are established.</li> </ul>
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<p>What process data did you use?</p>	<p>The process data used :</p> <ul style="list-style-type: none"> <li>● 2018-2019 ratings of the standards of the five structures of continuous improvement.</li> <li>● Leader Keys Effectiveness System Data and Teacher Keys Effectiveness System Data summaries FY18.</li> <li>● Notes/Evaluation Results from the initial meeting May 21, 2019 of the Comprehensive Needs Assessment Planning meeting with required Stakeholders</li> </ul>
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<p>What does your process data tell you?</p>	<p>The district continues to work to improve student achievement as standards of the five structures were changed for FY 19-20 to emerging. Last year standards were rated operational.</p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>● Vision and Mission have been developed.</li> <li>● The district supports the schools in RTI/MTSS process.</li> <li>● Professional Learning is implemented district -wide.</li> <li>● Professional development is relevant and addresses adult and student needs.</li> <li>● All teachers are using state standards as a resource.</li> <li>● Teachers and administration believe differentiation is present.</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>● Alignment of roles/responsibility to improve student learning.</li> <li>● Provide more support for curriculum, instruction, assessments.</li> <li>● Monitoring implementation and effectiveness of professional learning.</li> <li>● Communicate and build capacity with all stakeholders and staff.</li> <li>● Assessment strategies and uses.</li> <li>● Teacher planning;strategies; assessment and rigor.</li> <li>● Instructional planning to include use of data and resources to differentiate.</li> <li>● Student-centered academic environment.</li> </ul> <p><b>Trend(s)</b>-Intentional feedback should be a focus.</p>
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<p>What achievement data did you use?</p>	<p>The achievement data used is listed below:</p> <ul style="list-style-type: none"> <li>● Georgia Insights <a href="http://http://www.georgiainsights.com/">http://http://www.georgiainsights.com/</a></li> <li>● 2018 CCRPI reports</li> <li>● Honors/Advanced Placement Data</li> <li>● State/District MGP/School SGP (mean)</li> <li>● SLDS Equity tab data: CCRPI, Student Graduation Rate 2016-2017, Student Lexile Proficiency Rate 2016-2018</li> <li>● Student Proficiency for Elementary, Middle and High</li> <li>● Ratings of the 5 structures to support Continuous Improvement</li> </ul>
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<p>What does your achievement data tell you?</p>	<p>The data reviewed for student achievement shows that the district recognizes the value of various sources, feedback, input and feedback supports the overall improvement, and that there are more strengths than the district realized. The process of collaboration has consistently increased since 2015.</p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>● Graduation rate has shown a steady increase for 4&amp; 5 year cohorts.</li> <li>● Taylor County High School Lexiles scores have increased the last three years.</li> <li>● District SGP has increased.</li> <li>● The five year graduation rates have increased and are consistent.</li> <li>● Eighth grade lexiles have increased over three years.</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>● Third gradelexiles have declined for three years .</li> <li>● 60% of the students at TCUES are not reading on grade level.</li> <li>● District wide , there is a need of courses for high achievers (honors/advanced)</li> <li>● Lexile scores reflect minority subgroups tend to score lower.</li> <li>● Graduation rates for the while male subgroup and the economically disadvantaged have declined.</li> <li>● GKIDS writing decline in levels.</li> </ul> <p><b>Trends:</b></p> <ul style="list-style-type: none"> <li>● CCRPI TCUES scores are down; Middle and the high school are up.</li> <li>● District is less than 4% as compared to the state 10%.</li> <li>● Literacy is consistently greatest area of concern.</li> <li>● The greatest number of students are in the beginning/developing range rather than in the proficient and distinguished. There is an achievement gap between subgroups in all areas.</li> </ul>
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<p>What demographic data did you use?</p>	<p>The demographic data used:</p> <ul style="list-style-type: none"> <li>● Equity tab information for student enrollment FTE 2016-2018.</li> <li>● % Direct Certified 2015-2017. Student Mobility 2015-2017.</li> <li>● Teacher Attendance 2015-2017.</li> <li>● Student Attendance 2016-2018. Taylor County Health at a glance information from Georgia Department of Public Health West Central health District.</li> <li>● State Poverty Quartile.</li> <li>● GaPSC In-field System Report.</li> </ul>
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<p>What does the demographic data tell you?</p>	<p>The demographic data informs :</p> <ul style="list-style-type: none"> <li>● Our families are from a social economic background of poverty and low education levels.</li> <li>● The unemployment levels are high and median incomes are low.</li> <li>● People have to drive an hour to get to work.</li> <li>● Our students have a lack of exposure to enrichment situations.</li> <li>● Our students have many needs. Checklist rubrics are used to identify students for everything from gifted to those who require the discipline tribunal.</li> <li>● The district does a good job of ensuring students are served by programs. To address these needs, we need to update technology. Infinite campus opens up options but we need more support to take full advantage of systems. We have academic coaches who are able to study data.</li> </ul> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>● Most math staff are in field.</li> <li>● The district is doing a better job identifying and supporting SWD students.</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>● The non- attendance of students and teachers is high.</li> <li>● The district is serving 80% economically disadvantaged.</li> <li>● Scheduling reporting in-field errors.</li> <li>● GAA is 3%(ESSA requirement 1%).</li> <li>● 10-15% transient population.</li> <li>● High percentages of foster students.</li> <li>● Increase in the identification of unaccompanied youth and total numbers of McKinney-Vento.</li> <li>● 24% of population has less than a high school diploma.</li> <li>● The incidence of abuse and/or neglect has increased (double the state)</li> </ul> <p><b>Trends:</b></p> <ul style="list-style-type: none"> <li>● 41% Direct certified.</li> <li>● Caucasian subgroups has higher non attendance than the other sub groups.</li> <li>● Total enrollment numbers are down: 2016 (1,451 students; 2017 (1,462 students) 2018 (1,415 students).</li> <li>● SWD numbers are up. 10% increased to 11.1% and 11.6%.</li> <li>● We are a high poverty/low wealth district.</li> </ul>
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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><b>Coherent Instructional:</b> 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>1. STAR is universal screener for focus groups on comprehension, phonics, phonemic awareness, and math skills. Screen 3 or 4 times per year based on grade level. 2. Bench marks assess standards we are focusing on 3. Accelerated reader is used through fourth grade to teach reading. A set RTI time for the whole elementary: Enrichment or remediation. RTI team meets and discusses data to decide how students should move forward at each screening time. When student reaches tier # 3, s/he graduates from RTI to student support team. High school implemented professional learning communities during 2017-2018. 2. Curriculum director/district design team includes coaches/other leaders; team meets to guide instruction. Coaches give in-class support through modeling, assist teacher in planning strategies for areas of difficulty. Weekly professional learning (study group) meetings with coaches. Grade level collaborative planning to talk about strategies/learned from each other. Planning process is monitored through the lesson plan template. Common planning special education/math teachers. Need to continue/improve these strategies.</p>
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<p><b>Effective Leadership:</b> 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>1. Strategic Plan 2. District Curriculum design team 3. School climate plan 4. Technology plan 5. Principals Academy 6. Effective PL 7. Group studies on National Leadership Standard and other 8. TKES/LKES 9. Coaches Embedded Mentoring and Coaching Program 10. Training on Fraud/Waste/ Abuse/ Corruption District has no processes for: (1) evaluating resources prior to purchase (2) ensuring training supports effective use of all components of purchased resources (3) monitoring use of materials/programs (4) Mentoring and coaching program to support instructional improvement for all staff members.</p>
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## Strengths and Challenges Based on Trends and Patterns

<p><b>Professional Capacity:</b> 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>Rate of inexperienced teachers lower than the state. Teacher retention rate higher than the state. No teachers out of field. CCRPI score has consistently increased since 2012; in 2016 above the State CCRPI score. Successful recruiting processes: job fairs, human resources coordinator, Teach GA. Strengths for retaining and training: 1. Mentoring, induction and Coaching program to support instructional improvement for all staff members. 2. Strategic framework for instruction 2. Curriculum director/district design team establishes instructional focus, pacing, and plan for study groups (weekly professional learning) 4. Grade level collaborative planning 5. Content specific job embedded professional learning including procedures for analyzing data and create and monitor targeted academic performance goals; training on strategies to support goals 6. Off site Content Training 7. Conferences 8. RESA Training 5. PL based on needs. Needs include (1) procedures for hiring process that include posting early (2) updating unit plans (3) improve instructional preparation (4) Improve vertical alignment. (5) PBIS, (6) RTI, much training needed.</p>
<p><b>Family and Community Engagement:</b> 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>Personnel are proud of advances in working with families. The district uses staff to serve extended day roles to support family engagement. Stipends are paid to five school based parent coordinators. One of the paid staff serves as the extended day district parent coordinator. and The district uses multiple media to communicate with parents. Parents have a voice in their students' education: presenting to the board; serving on and holding office on committees and teams; and parent in-put meetings. There are academic workshops, parent conferences, and newsletters to guide parents to help their student with academics. The district works with the community effectively. The district collaborates with technical colleges; particularly with the nursing program. The district has a community mobile reading lab with wifi. Still there is a struggle to implement an effective parent program. Parent participation is low for academic events or meetings. Athletic events yield higher parent participation. There is a need for a parent contact person at each school; someone on staff trained on parent components. Personnel say, "We've got young parents; we've got grandparents raising students. They don't know how to read LEXILE reports. We need support workshops for parents. We are not honing in on parents needs as much as we should."</p>
<p><b>Supportive Learning Environment:</b> 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>Monthly administrative meetings are held to discuss specific agenda items that will support the identification of student, teacher, and leader needs. Taylor County School District's Continuous Strategic planning referral and review provide a framework for instruction 2. The district leadership team establishes an instructional focus to support curriculum pacing, data analysis, and plans of action for school leadership teams. 3. The Director of Teaching and Learning Supports Academics Coaches instructional processes which provide consistent guidance and direction across the district 4. Grade level collaborative planning</p>

## Strengths and Challenges Based on Trends and Patterns

<p><b>Supportive Learning Environment:</b> 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>Effective: Yes - Monitoring reports show improvements in instruction with these processes. CCRPI Preliminary data indicates slight improvement. District is deciding on discipline program. The district is considering Mindset. The district currently uses ABE in ISS. The district is implementing MTSS and has conducted a comprehensive curriculum audit which has resulted in a board approved literacy plan for the 19-20 school year.</p>
<p><b>Demographic and Financial:</b> 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>Our families are from a social economic background of poverty and low education levels. The unemployment levels are high and median incomes are low. People have to drive an hour to get to work. Our students have a lack of exposure to enrichment situations. Our students have many needs. Checklist rubrics are used to identify students for everything from gifted to discipline tribunal. The district does good jobs of ensuring students are served by programs. To address these needs, we need to update technology. Infinite campus opens up options but we need more support to take full advantage of systems. We have academic coaches who are able to study data. We need more resources: more monitoring, more teachers, and more counselors.</p>
<p><b>Student Achievement:</b> 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>CCRPI scores have consistently increased since 2012; however, scores declined for the upper elementary in 2017. Overall, these long-range trends support the premise that current strategies are working. We intend to continue what we are doing and maintain a philosophy of continual improvement. We plan to implement strategies to increase rigor for literacy and math instruction to address the declining scores at the upper elementary for 2017.</p> <p>At the high school areas showing an increase in percentage of students scoring proficient or distinguished on EOCs in the following subgroups: 1. Geometry - White subgroup, 2. Biology - All Students, 3. American Literature and Composition - Black subgroup, 4. US History - SWD subgroup, 5. Economics - White subgroup. STRENGTHS: The major strengths identified were participation rate above 95% and Economics and Biology achievement for all students as measured by the EOC. NEEDS: 1. Deficits in Physical Science, 2. Deficits in Biology, 3. Deficits in American Literature and Composition, 4. Deficits in Algebra and Geometry, 5. Deficits in U. S. History.</p>

## NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

### 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.

<b>Strengths</b>	Taylor County currently utilizes all IDEA funds for personnel. The special education teachers are professionally qualified to work with all exceptional/disability areas. The support staff/paraprofessionals are paid with IDEA funds and are trained and qualified. These personnel provide strong nurturing support for our special needs students. GAA scores met all curriculum areas. Overall special needs students' scores are increasing.
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<b>Challenges</b>	It is hard for Taylor County to meet student needs with current funding. One special education teacher per grade level would greatly help support special needs students. Currently we have one special education teacher serving two grade levels and multiple content areas. Interventions for specific disabilities could be greatly helped through computer software designed for students' specific needs. Professional learning would be mandatory if the district was able to fund technology interventions.
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### Title I - Part A - Improving Academic Achievement of Disadvantaged

<b>Strengths</b>	TCSD uses funding to sustain two academic coaches. One coach supports teachers at the primary school and the other coach supports teachers at the upper elementary school. An extended day district family engagement coordinator works closely with the title 1 director and four school liaisons to build capacity. Instructional paraprofessionals support teachers at the primary and elementary schools. District set asides improves the school and district climate by employing a full time district mental health counselor, two part time climate and behavior support staff: youth intervention specialists and climate behavior specialists who have strong skillsets. These skillsets were proactively applied in their roles as former and recently retired administrators. The academic success of students correlates highly with the qualifications and skill sets of their teachers and the above mentioned Title 1 funded positions. Since all of our schools are school wide, Title I Part A funds have been used to upgrade the entire educational program of the schools. The title 1 director and support colleagues attend and redeliver job-embedded professional learning.
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## NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

### Title I - Part A - Improving Academic Achievement of Disadvantaged

<b>Challenges</b>	Funding cuts over the past several years make it harder to provide needed services each year.
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### Title I, Part A - Foster Care

<b>Strengths</b>	TCSD has strong collaboration and joint decision-making with DFACS and other educational agencies. Our district has made great strides to ensure that the educational stability of children in foster care is a joint responsibility of educational and child welfare agencies, and to successfully implement these provisions, we will need to collaborate continuously.
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<b>Challenges</b>	It is difficult for us to get foster parents involved. Often, we never meet the parents of these children unless there are disciplinary issues. We are challenged with finding ways to get our foster parents as well as parents of non - foster kids on board.
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### Title I, Part A - Parent and Family Engagement

<b>Strengths</b>	TCSD now employs an extended day family engagement coordinator and four extended day school based coordinators. Great gains have been made through collaborative efforts with systematic inclusion of families in activities and programs that promote children's development, learning, and wellness. Parents and the community are included in the planning, development, and evaluation of programs at our schools. The district title 1 director and 21st CCLC director align programs and initiatives to build parent and staff capacity. Community and ministerial partners support building capacity for families by coming in as volunteers and helping with district food and clothing banks.
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<b>Challenges</b>	Challenges for parent engagement are: limited family resources, parents' lack of comfort, lack of vested interest, and difficulties of involvement in the middle and high school. Although the benefits of family involvement are numerous and have been well documented, school and district staff have not been trained to work with families to build capacity. Families are not sure how far they can go making suggestions or asking questions; they worry that children would be punished for their parents' actions by a teacher or principal who may be annoyed or threatened by the parent. Parents are not provided opportunities to attend events due to the time of day programs and meetings are held. Many
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Title I, Part A - Parent and Family Engagement

Challenges	of our children live in one parent/guardian homes and their parents/guardians travel more than 50 miles one way to work before 5:00AM only to return home by 7:00 PM that evening. Teachers and administrators are tasked with implementing, monitoring, and supporting new programs. The extra tasks have prevented schools from implementing and maintaining functional parent committees.
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Title I, Part C - Education of Migratory Children

Strengths	N/A
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Challenges	N/A
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	<p>To ensure children and youth at Georgia Center have the opportunity to meet the same challenging state academic content standards that all children in the state are expected to meet, the district has coordinated best practices and human resource efforts to employ two professionally qualified teacher assistants , a visual arts certified teacher who also has a strong trade and craft in graphics arts and design to the academic staff assigned to the Georgia Center.</p> <p>The district will continue to support the role of an educational guidance/mental health counselor, and an extended day family engagement school -based coordinator and district wide. In collaboration with the schools and the residential facility, we have put at the forefront, opportunities to provide children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment. New this year to strengthen the team work and collaboration to support student achievement, the district has hired a liaison for the Georgia Center.</p> <p>The liaison's primary focus and /or job goal is to improve and provide educational services so that youth at the Georgia Center have the opportunity to meet the same challenging state and local academic content and achievement standards.</p> <p>Additionally, the district has taken the feedback shared from the facilities December 2018 audit and supported the facility to ensure:</p> <ul style="list-style-type: none"> <li>● dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth have a support system to ensure continued education.</li> <li>● direct services for Title I D students at the Georgia Center for Youth and</li> </ul>
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## NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

<b>Strengths</b>	<p>identified at-risk LEA Title 1 A students of the Taylor County School District are proactively served.</p> <ul style="list-style-type: none"> <li>actively facilitate the full participation of title I students in the academic program through individualized behavioral planning for title I students.</li> </ul> <p>The new role of the liaison will ensure the above and more for the students.</p>
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<b>Challenges</b>	<p>Students most at risk tend to not stay long in one place. Even with the addition of the supplemental roles to support, the student census data changes daily. Strategies to prevent high need youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education seems insurmountable.</p>
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### Title II, Part A - Supporting Effective Instruction

<b>Strengths</b>	<p>Partial salary support for an academic coach to assist teachers with improving instruction.</p> <p>Title 11 Part A allows for the transferability of funds into Title 1 Part A. This flexibility allows districts to focus less on PARS or other non-student /staff support needs and to spend more time assisting teachers with improving instruction. Planning and notification has been sent to the SEA as the LEA plans to transfer 100% of Title 11, Part A funds into the budget for Title 1 Part A. Implementing this transferability will allow the district to run viable programs and /or fund salaries.</p>
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<b>Challenges</b>	Drastic decrease in funding.
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**Language Instruction for English Learners and Immigrant Students** Describe your LEAs strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and English proficiency. (All LEAs must complete, regardless if receiving a Title III allocation or not.)

<b>Strengths</b>	N/A
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## NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

<b>Challenges</b>	N/A
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**Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth**

<b>Strengths</b>	<p>(1) FY 19-20, the title one director will support the McKinney-Vento program. Partnerships have been formed with stakeholders in the community.</p> <p>(2) Provide beginning, middle and end-of-year updates/workshops for awareness and referral procedures</p> <p>(3) Ensure identified students are served</p> <p>(4) Train with fidelity, work with community/churches (4) Work with Columbus-area Continuum of Care and Macon-area Continuum of Care for housing assistance.</p> <p>(5) Provide emergency necessity bags via the newly implemented Project Buy One More. The Project Buy One More program was formed by a group of ministerial stakeholders. The stakeholder group now has varied roles within the community.</p> <p>(6) A newly formed partnership with the Middle Georgia Food Bank has strengthened the community support to ensure homeless children and youth and their families have food to eat. Since the partnership has formed, deliveries have been made to the school district during school hours and also during an after school parent/student family event with the 21st Century Program.</p> <p>(7) Project Buy one More a community and ministerial initiative provides toiletries and clothing and easily prepared food items and waters. These items are located in the newly organized district mobile food pantry at the central office.</p>
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<b>Challenges</b>	<p>Procedures – Consistency in following procedures.</p> <p>The identification of homeless students in our system continues to be problematic in spite of a deliberate, focused training program. We continue to under-identify students who meet the M-V definition of homelessness in doubled-up situations.</p>
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## NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

### Title I, Part A - Equitable Access to Effective Educators

<b>Strengths</b>	The District does Professional Learning with follow-up to ensure teachers use effective strategies in providing instruction.
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<b>Challenges</b>	It is hard to retain teachers after they have been trained by the district.
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### Title IV, Part A - Student Support and Academic Enrichment

<b>Strengths</b>	<p>The FY 20 Preliminary funding for Title IV will at a minimum focus on three content areas: Well-Rounded Educational Opportunities; Safe and Healthy Students; and Effective Use of Technology. Based on the results of the Georgia Health Students Survey, the need will include use of funds to include interventions that build resilience, self-control, empathy, persistence, and other social and behavioral skills. To monitor and support the interventions, a part time certified youth intervention specialist will continue to work several hours within the schools to support proactive progressive discipline and build family support. Parent feedback and referral requests have shown the importance of this role as it has fostered healthy relationships, increased academic and career success.</p> <p>The district has used Title IV funds to provide services of a current leading expert in teen drug abuse and violent behavior as well as the author of the book, "Prisoners of Meth." Participants were informed of the current dangerous trends in illicit drug use and the use of social media by young adults, teens, and pre-teens. Attendees were provided information on:</p> <ol style="list-style-type: none"> <li>1. Recent illicit drug use trends by teens and young adults to include marijuana, cough syrup, and vaping.</li> <li>2. The common trends of teen and pre-teen use of social media including smart phones to become involved in sexting, bullying, and other dangerous behavior as well as an overview of laws that can be violated through this behavior. This and other services like this will continue. Also, a portion of the funds will be used to carry out innovative blended learning projects.</li> <li>3. A third strength is that this program provides transferability flexibility. The district plans to transfer 100% of funds into title 1 part A to carry out the above mentioned initiatives. The transfer of funds will support carrying out viable programs and vital roles to improve climate, culture, and improve the mental health well-being.</li> </ol>
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Title IV, Part A - Student Support and Academic Enrichment

Challenges	Minimal funding and resources. Limited staff or volunteers to support implementation and interventions such as mentoring.
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Title V, Part B - Rural Education

Strengths	Title V funds provides a salary for a professionally qualified paraprofessional to over see credit recovery at the high school and during the summer. Both the high school drop out rate and the graduation rate have benefitted from the services of the credit recovery paraprofessional.
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Challenges	Minimal funding and resources.
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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	To improve student math skills
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	N/A
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Overarching Need # 2

Overarching Need	To improve student reading/language arts skills
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	N/A
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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 improve student math skills**

Root Cause # 1

Root Causes to be Addressed	Not differentiating instruction
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Teachers need mentoring in content area
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program

### Root Cause # 2

Impacted Programs	Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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### Root Cause # 3

Root Causes to be Addressed	Effective use and monitoring of technology in the classroom
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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### Root Cause # 4

Root Causes to be Addressed	PL strategies are not being implemented with fidelity
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness



## NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

### Root Cause # 4

Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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### Root Cause # 5

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

Additional Responses	
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**Overarching Need - To improve student reading/language arts skills**

Root Cause # 1

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

Additional Responses	
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Root Cause # 2

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

Root Cause # 2

Additional Responses	
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Root Cause # 3

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

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	PL strategies are not being implemented with fidelity
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and

## NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

### Root Cause # 4

Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :
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Additional Responses	
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### Root Cause # 5

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

Additional Responses	
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