



Comprehensive Needs Assessment 2023 - 2024 District Report



Stewart County

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Dr. Michael Robinson
Multiple Program(s)	Federal Programs Director	Markus Taylor
Multiple Program(s)	Curriculum Director	Dr. Le Lang
Multiple Program(s)	School Leader (#1)	Paulette White
Multiple Program(s)	School Leader (#2)	Dr. Busani Siphambili
Multiple Program(s)	Teacher Representative (#1)	Nicole Mallory
Multiple Program(s)	Teacher Representative (#2)	Calvin Thomas
McKinney-Vento Homeless	Homeless Liaison	Sharon Jones
Neglected and Delinquent	N&D Coordinator	Sharon Jones
Rural	REAP Coordinator	Markus Taylor
Special Education	Special Education Director	Stacie Howard
Title I, Part A	Title I, Part A Director	Markus Taylor
Title I, Part A	Family Engagement Coordinator	Sharon Jones
Title I, Part A - Foster Care	Foster Care Point of Contact	Sharon Jones
Title II, Part A	Title II, Part A Coordinator	Markus Taylor
Title III	Title III Director	NA
Title IV, Part A	Title IV, Part A Director	Markus Taylor
Title I, Part C	Migrant Coordinator	Sharon Jones

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	NA
Multiple Program(s)	Testing Director	Aisha Evans
Multiple Program(s)	Finance Director	Janet Walls
Multiple Program(s)	Other Federal Programs Coordinators	Markus Taylor
Multiple Program(s)	CTAE Coordinator	Nicole Mallory
Multiple Program(s)	Student Support Personnel	Tawnya Hadley

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal Representatives	Dr. Le Lang
Multiple Program(s)	High School Counselor / Academic Counselor	Cherrika Ashford
Multiple Program(s)	Early Childhood or Head Start Coordinator	Tawnya Hadley
Multiple Program(s)	Teacher Representatives	Rhonda Jones
Multiple Program(s)	ESOL Teacher	N/A
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	N/A
Multiple Program(s)	ESOL Coordinator	N/A
21st CCLC	21st CCLC Program Director	Tawnya Hadley
21st CCLC	21st CCLC Site Coordinator or Data Specialist	Marilyn Johnson
Migrant	Preschool Teacher	N/A
Special Education	Student Success Coach (SSIP)	Stacie Howard
Title II, Part A	Human Resources Director	Pamela Green
Title II, Part A	Principal Supervisors	Dr. Michael Robinson
Title II, Part A	Professional Learning Coordinators	Dr. Le Lang
Title II, Part A	Bilingual Parent Liaisons	N/A
Title II, Part A	Professional Organizations	Edwina Turner
Title II, Part A	Civil Rights Organizations	N/A
Title II, Part A	Board of Education Members	Darius Brown
Title II, Part A	Local Elected/Government Officials	Joseph Williams
Title II, Part A	The General Public	Diane Lee
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	Crystal Townsend
Title IV, Part A	Technology Experts	Chris Usrey
Title IV, Part A	Faith-Based Community Leaders	Linda Ponder

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Kendra Floyd
Multiple Program(s)	Private School Officials	N/A
Migrant	Out-of-School Youth and/or Drop-outs	Sharon Jones
Title I, Part A	Parent Representatives of Title I Students	Iesha Jackson
Title I, Part A - Foster Care	Local DFCS Contacts	Laurie Sheffield
Title II, Part A	Principals	Dr. Le Lang
Title II, Part A	Teachers	Amy Green
Title II, Part A	Paraprofessionals	Denise Tinker
Title II, Part A	Specialized Instructional Support Personnel	Vicky Kornegay
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Edwina Turner
Title III, Part A	Parents of English Learners	N/A

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Amy Williams
Multiple Program(s)	Technical, College, or University Personnel	N/A
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Iesha Jackson
21st CCLC	21st CCLC Advisory Council Members	N/A
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	Katherine Thomas
Migrant	Migrant PAC Members	N/A
Migrant	Local Farmer, Grower, or Employer	N/A
Migrant	Family Connection Representatives	N/A

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local Migrant Workers or Migrant Community Leaders	N/A
Migrant	Farm Worker Health Personnel	N/A
Migrant	Food Bank Representatives	N/A
Migrant	Boys and Girls Club Representatives	N/A
Migrant	Local Health Department Representatives	N/A
Migrant	ABAC MEP Consortium Staff	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)	N/A
Special Education	Parents of a Student with Disabilities	Timetrice Thomas
Special Education	Parent Mentors	NA
Title II, Part A	School Council Members	Willa Jones

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	District used CNA Template as a guide for identifying an inclusive group. Meetings will be posted , advertised on flyers, school marquee, newspaper and school phone blast. District took suggestions from district personnel from all grade levels and central office. Teachers, students, stakeholders completed perception surveys and gave input. Parents also completed several surveys concerning specific issues that were used in this process. Community partners provided input through written surveys/verbal communication. District, School level personnel, stakeholders took part in discussions/meetings.
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How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Team members were provided a variety of forums for participation: informal discussion; surveys; interviews; and formal presentations. Information was dispensed and sought through collaborative meetings. Finally, at stakeholders' meetings internal and external stakeholders provided feedback on the systems through discussion and feedback surveys.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

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

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

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

Effective Leadership Data

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

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

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

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

Leader Keys Effectiveness System- Standard

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Results from Parent, Student and Staff Surveys, Interviews, Parent Conversation Night feedback, Ga Insight, SWIS Data ESSER survey and State Crisis Hotline referrals.</p>
<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>Stewart County Schools has cultivated a sense of community where all stakeholders are committed to student success. Open lines of communication have been fostered through regularly scheduled meetings through monthly Parent Conversations. Technology is utilized along with in-person opportunities to help make meetings accessible to all. The Superintendent's Council, made up of a group of students nominated by their teachers, meets directly with the superintendent monthly, which is a novel way to ensure students are heard and speaks to the high regard this system has for its students. The superintendent and school leadership are intentional in building strong relationships with community members, parents, and students to promote growth. During interviews, representatives from all stakeholder groups articulated high expectations and pervasive themes of teamwork and family. Minutes from board meetings, and interviews with stakeholders allowed the team to confirm that communication and "connection to the community" are priorities of the entire school system. Parents were able to discuss their role in the success of the school, and students took ownership of their responsibility to build themselves and their school community.</p>
<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>Cognia reports, TKES Feedback, LKES Feedback, Title IX Report, Personnel Survey, Parent Survey, Business and Community Survey ESSER Survey, Parent Knight Conversation and PL Evaluations</p>

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)	The district continues to work to improve student achievement. Trends and patterns show that the percentage of students scoring as beginning and developing on Milestones is too large. Learning loss will increase this measurement. Specific needs identified were: 1. Ensure that all teachers differentiate instruction. 2. Integrate modern technology into daily instruction more effectively. 3. Ensure that teachers use relevant instructional data and provide frequent and consistent feedback and follow-up with students. 4. Provide professional learning to increase teachers' use of higher order thinking questioning techniques and performance tasks. 5. Increase use of flexible grouping, differentiate instruction, and use technology. 6. Expand teacher opportunities to collaborate on classroom instruction and student data. 7. Follow-up to ensure needed classroom improvement is implemented. Milestone scores reflects that minimum growth in students obtaining scores of proficient.
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What achievement data did you use?	Georgia Milestones, Star Math Report, Reading Plus, GlimspeK12, Student Report Card and CCRPI Reports
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What does your achievement data tell you?	<p>1. Stewart County Elementary School Academic Performance from 2022-2023 ; Students in grades 3-5 scoring in levels 2-4 in ELA decreased from 58% to 55%; Students in grades 3-5 scoring in levels 2-4 in mathematics decreased from 64% to 55%. SCES still in the grip of learning loss following Covid -19.</p> <p>2. Stewart County Middle School Academic Performance from 2022-2023 ; Students in grades 6-8 scoring in levels 2-4 in ELA decreased from 64% to 60%; Students in grades 6-8 scoring in levels 2-4 in mathematics decreased from 75% to 71%. SCMS still in the grip of learning loss following Covid -19.</p> <p>3. Stewart County High School Academic Performance for students in levels 2-4 from 2022-2023: America Literature - increase 68%-to 64%; Coordinate Algebra - decreased from 78% to 47%; United States History - decreased from 54% to 45%; and Biology decreased from 58% to 54% .</p> <p>Important trends are that academic scores are mixed in ELA and math. The conclusion is that the district must continue to use intervention strategies to improve scores even more and to work to move students to proficient and distinguished after current learning loss years.</p>
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What demographic data did you use?	Permanent Records, Census, and Department of Labor Reports
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What does the demographic data tell you?	Demographic data indicates an extremely high poverty rate in the district. High poverty rates correlate with greater academic needs. However, the district is highly motivated to meet these academic needs and is taking measures to do so. The district has implemented a Reading Program that focuses on comprehension and fluency to improve Lexile scores. The district has been awarded the L4GA grant which will be used to further support the interventions identified with annual CNA. The district wants to ensure that the reading program and other strategies/programs are implemented with fidelity
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	<p>and will provide support toward this end. The district will implement strategies to attract and retain highly effective science and social studies teachers. The district will refine and streamline the RTI process. The district will work with the Twenty First Century Program to provide support activities specifically designed for single parents and grandparents raising students. The Twenty First Century Program will also provide breakfast and lunch for students during the summer. District was awarded a Dinner grant to provide students with dinner helping to provide 3 meals a day for our students</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The district continues to work to improve student achievement. Trends and patterns show that the percentage of students scoring as beginning and developing on Milestones is too large. Specific needs identified were:</p> <ol style="list-style-type: none"> 1. Ensure that all teachers differentiate instruction. 2. Integrate modern technology into daily instruction more effectively. 3. Ensure that teachers use relevant instructional data and provide frequent and consistent feedback and follow-up with students. 4. Provide professional learning to increase teachers' use of higher order thinking questioning techniques, virtual engagement, and performance tasks. 5. Increase use of flexible grouping, differentiate instruction, and use technology. 6. Expand teacher opportunities to collaborate on classroom instruction and student data. 7. Follow-up to ensure needed classroom improvements are implemented. 8. Planning process is monitored through lesson plans. Common planning for grade level teachers Elementary School and Core level teachers at Middle and High School. 9. Retention of teachers and leaders for capacity building.
<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The school leadership personnel consistently employ management and organizational practices that provide a supportive learning environment for teachers and students. The district is concerned about retaining school leadership personnel over the long term. The district is undergoing new structure in leadership organization chart. District will only have one principal for entire district and two assistant principals for administration moving forward. District will have new administration for the 4th year in a row. An identified need to success in this effort is to provide leadership personnel more opportunities for professional growth in management of instruction; and school climate. District will continue to help support pools of leadership candidates with mentors and professional learning opportunities. Follow-up needs to be more consistent when need</p>

Strengths and Challenges Based on Trends and Patterns

	for improvement is identified through classroom monitoring.
Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>The district provides numerous opportunities for staff to participate in embedded and off site professional training. That being said, weaknesses are identified in the implementation and consistent use of skills and strategies presented in training.</p> <p>Need for classroom coaching activities including modeling, practice, multiple follow-up monitoring events, repeat the process through retraining and more follow-up if necessary.</p> <p>The district will be employing instructional techs, academic coaches and new full-time Director of Teaching and Learning to help address these needs. Need for the following specific areas of training are also identified:</p> <ol style="list-style-type: none"> 1. Evidence- Based Instructional Strategies 2. Higher Order Thinking Skills 3. Differentiating Instruction 4. Effectively Integrating Modern Technology in the Classroom 5. Relevant Use of Formative Assessments 6. RTI training and PBIS training 7. Needs for School Leaders are also identified: Instructional Leader Training, Operations Management, RTI, and PBIS 8. District will continue PL to build and to help support pools of leadership candidates and learning communities activities with LEA RESA group. 9. More professional learning in area of virtual engagement.
Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>District expectations and procedures to engage families and the community to support learning and teaching are established and communication takes place throughout the district. The District meets all State and Federal Requirements for family and community engagement. However, participation is low for most events. The district will continue to work to improve family and community engagement and foster meaningful events for serving these constituents.</p> <p>District hired a full time Family Engagement Coordinator who will help to address this issue and the establishment of a new parent led PTO for upcoming school year.</p>
Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>The District has a number of resources in place to provide a supportive learning environment for students including: new Director of Teaching and Learning personnel, an emergency readiness plan, a building nurse, cameras on campus, security gate around perimeter, new academic coaches, new additional counselor for social support district discipline process in handbook, and the district participates in the PBIS program. The district also has services in place for student after school and during the summer including: Summer School, After School, 21st Century Community Learning Centers After School</p>

Strengths and Challenges Based on Trends and Patterns

	<p>Enrichment Activities, Dinner program and Basketball Camps. Needs include additional training for teachers and administrators in RTI and PBIS. The district plans to work to increase participation in after school, academic clubs, social clubs, athletic programs and summer school activities.</p>
<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The district is providing meaningful, effective instruction for district students in spite of district demographics. Twenty First Century program will provide breakfast and lunch for students during the summer. New nutrition grant provides dinner for after-school students. Title II and Title IV funds to be transferred to Title I to support a Parent and Family Engagement position and Title V funds in recent years have supported the district in both achievement and wellness for students' growth as fewer funds allocated through other federal funds.</p> <p>Even though the program is expensive the district is implementing a new Reading Program that focuses on comprehension and fluency which will improve Lexile scores. The reading program is also helped with Reading Grant from L4GA. The district wants to ensure that the reading program and other strategies/programs are implemented with fidelity and will provide support toward this end. The district will implement strategies to attract and retain highly effective science and social studies teachers. The district will refine and streamline the RTI process. The district will work with the Twenty First Century Program to provide support activities specifically designed for single parents and grandparents raising students.</p>
<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<ol style="list-style-type: none"> 1. Stewart County Elementary School Academic Performance from 2022-2023 ; Students in grades 3-5 scoring in levels 2-4 in ELA decreased from 58% to 55%; Students in grades 3-5 scoring in levels 2-4 in mathematics decreased from 64% to 55%. SCES still in the grip of learning loss following Covid -19. 2. Stewart County Middle School Academic Performance from 2022-2023 ; Students in grades 6-8 scoring in levels 2-4 in ELA decreased from 64% to 60%; Students in grades 6-8 scoring in levels 2-4 in mathematics decreased from 75% to 71%. SCMS still in the grip of learning loss following Covid -19. 3. Stewart County High School Academic Performance for students in levels 2-4 from 2022-2023: America Literature - increase 68%-to 64%; Coordinate Algebra - decreased from 78% to 47%; United States History - decreased from 54% to 45%; and Biology decreased from 58% to 54% . <p>Important trends are that academic scores are mixed in ELA and math. The conclusion is that the district must continue to use intervention strategies to improve scores even more and to work to move students to proficient and distinguished after current learning loss years.</p>

IDEA - Special Education

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

Strengths	<ul style="list-style-type: none"> 1. Dual certification of core education teachers to provide stronger academic rigor for students 2. Participation in life skills activities 3. Students take advantage of least restrictive learning environments 4. Smaller class sizes 5. Instruction using technology including appropriate software 6. SPED teachers participate in all professional learning opportunities offered
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Challenges	<ul style="list-style-type: none"> 1. Implementation of RTI has begun but much more training and close monitoring of the program is needed. 2. District needs to improve procedures to identify students with special needs to facilitate earlier and more effective intervention. 3. Program director retiring and new personnel will be another district leader with less than 3 years in system. New RTI personnel to be hired to focus on this area to support students.
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<ul style="list-style-type: none"> Paraprofessionals to provide support for individual and small group instruction Intervention software to address specific student needs and provide formative assessment Professional Learning activities to support implementation of RTI above level one, PBIS, core academics, and at-risk populations such as homeless, and foster children Technology hardware and other state of the art technology for classroom and computer labs.
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Challenges	<p>Adapting to ESSA</p> <ul style="list-style-type: none"> Co-Vid 19 safety issues and protocols Increased work load due to covid-19 and staffing shortage Decreased funding; however, district will receive Title V funding which can be used to supplement other federal programs including Title I and Title II. The district will also receive Title IV funds that will help provide supplemental services. Lack of stability in extra-curricular, and personnel to maintain student's engagement.
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Title I, Part A - Foster Care

Strengths	The district does not have foster care students identified but procedures and transportation plan is in place should foster care students enroll in the district's schools. District has a strong relationship with local DFACS as they takes part in district foster care transportation plan.
Challenges	N/A

Title I, Part A - Parent and Family Engagement

Strengths	1. Opportunities for participation are provided 2. District has a number of avenues in place for communicating with parents: remind.com, marquee at schools, newsletters, program for sending text messages to parents, newspaper, school calendars are send home monthly. New Family Engagement Coordinator helped form new PTO organization to further support school and community.
Challenges	Lack of participation.

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

Strengths	Currently Stewart County Schools have no migratory children. Stewart County School System works with multiple agencies to ensure coordination efforts on behalf of migrant students in event of future students enrollment..
Challenges	Stewart County School System will collaborate with Georgia Department of Education Migrant Education Program, Region 2 (GaDOE MEP 2) at ABAC, DFACS, Stewart County Family Connections, and Family Engagement Coordinator to monitor mobility/identification and needs of the migrant population. Currently, the system has no students identified as migrant. All students are given an Occupational Survey to determine if they might qualify for the Migrant Education Program. As these students enter the school system, registrars ask a series of questions in conjunction with the Occupational Survey to determine if migrant services may be needed. The Occupational

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

	Surveys are sent to ABAC and we are thus notified of the Migrant student roster.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	Currently Stewart County Schools have no neglected and delinquent facilities in district boundaries. Stewart County School System works with agencies partners to ensure coordination efforts on behalf of students in event of future students enrollment..
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Challenges	<p>The Stewart County School District (district) has no Neglected and Delinquent Facilities located within the district's geographical boundaries.</p> <p>However, should a Neglected and Delinquent facility open within the district's geographical boundaries consultation will occur between the district's Federal Programs Director and the N & D program. Funding for students residing at the institution is based upon the number of students residing in the institutions for neglected children. The funding, calculated from the Annual Neglected and Delinquent Survey, provides the GADOE with current information on the location and number of children living in the institution for neglected children. The information is used to compute the Title I Neglected and Delinquent allocations for school districts, so that eligible children in the institutions can be provided Title I funded educational services. The annual survey includes children and youth who are ages 5 through 17 years and live in the institution for at least one day during a 30 consecutive day counting period with at least one day of the counting period being in October. Funding is also to ensure that neglected children, those in need of care due to abandonment, neglect, or death of their parents or guardians, have the opportunity to meet the state's challenging academic content and student achievement standards. The Department of Human Resources (DHR) serves youth who are committed to or voluntarily placed in their custody due to abandonment, neglect, or the death of their parents or guardians. Neglected and delinquent students are identified through surveys from community agencies, telephone, and online contact with state and local facilities, and through the local coordinator. The information is collected on an annual basis and visits are made to the local facilities or juvenile justice agencies.</p>
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Title II, Part A - Supporting Effective Instruction

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

Strengths	"100% transfer of FY24 Title II, Part A funds."
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Challenges	"100% transfer of FY24 Title II, Part A funds."
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Language Instruction for English Learners and Immigrant Students

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

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

Strengths	Currently, the system has no students who are either served by ESOL.
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Challenges	Stewart County School District challenge is to be sure that ESOL students are identified and needed support given.
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	1. Policies and procedures for identifying and serving homeless students. 2. Reserved funds under Title I and ESSER Care funds for providing services if needed.
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Challenges	Identifying students to serve and resources for students when they are identified.
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Title IV, Part A - Student Support and Academic Enrichment

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

Strengths	"100% transfer of FY24 Title IV, Part A funds."
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Challenges	"100% transfer of FY24 Title IV, Part A funds."
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Title I, Part A - Equitable Access to Effective Educators

Strengths	Teacher effectiveness will be determined through varying source of data on an on-going basis. With full implementation of TKES, the Teacher Effectiveness Measure now plays a crucial role in this data. The LEA will make every effort to ensure that all system teachers are identified as effective teachers through continuous job embedded school-based and system based professional learning. The system will make every effort to ensure that no student in the system will receive instruction by an ineffective teacher. As part of the TKES process, teacher effectiveness is measured by the school and system informal and formal observation process. Data is used to determine areas of strength and/or weakness and play a major role in developing personal, school, and system goals toward teacher effectiveness.
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Challenges	The District does PL with follow-up to ensure teachers use effective strategies in providing instruction. However, it is difficult to retain teachers once they have been trained and limited career advancement opportunities.
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Title V, Part B - Rural Education

Strengths	Title V provides additional funding for new teachers' support, technology, wellness supplies for students with athlete engagement and PL.
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Title V, Part B - Rural Education

Challenges	The grant is small.
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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	Improve Skills in Literacy, Math, Science, and Social Studies Across the District
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	NA
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Overarching Need # 2

Overarching Need	Retention of Effective teachers and leaders
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	NA
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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 - Improve Skills in Literacy, Math, Science, and Social Studies Across the District

Root Cause # 1

Root Causes to be Addressed	Modern technology not effectively integrated 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	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program 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	Data not used effectively to differentiate instruction and provide flexible grouping
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Implementation of strategies learned in PL not consistently monitored in classroom with multiple follow-up
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program 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	MTSS not consistently followed due to staffing shortage
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	Teacher Retention
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Root Cause # 5

Impacted Programs	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	This is an identified equity gap.
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Root Cause # 6

Root Causes to be Addressed	Leader Retention
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	This is an identified equity gap.
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Overarching Need - Retention of Effective teachers and leaders

Root Cause # 1

Root Causes to be Addressed	Lack of building capacity of leaders.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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District Improvement Plan 2023 - 2024



Stewart County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Stewart County
Team Lead	Markus Taylor
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

Transfer Title IV, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve Skills in Literacy, Math, Science, and Social Studies Across the District
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Data not used effectively to differentiate instruction and provide flexible grouping
Root Cause # 2	Implementation of strategies learned in PL not consistently monitored in classroom with multiple follow-up
Root Cause # 3	Leader Retention
Root Cause # 4	Modern technology not effectively integrated in the classroom
Root Cause # 5	MTSS not consistently followed due to staffing shortage
Root Cause # 6	Teacher Retention
Goal	At the end of the 2023-2024 school year, the percentage of students scoring proficient or distinguished learners on the GA Milestones Tests will increase by 3%

Equity Gap

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

Equity Gap

Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Hire paraprofessionals to support the instructional strategies of flexible grouping and differentiation.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans/Schedules/Payroll report
Method for Monitoring Effectiveness	Classroom observation/ TKES/LKES
Position/Role Responsible	Principal / AP/Teachers
Evidence Based Indicator	Strong

Timeline for Implementation	Others : August 2023
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Action Step # 1

Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Stewart County will continue our on-going partnerships with RESA's network and Columbus State University to support this action step.
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Action Step # 2

Action Step	Improve teacher/student digital literacy by increasing instructional technology resources that supplement and support School/District Improvement Plans and strategies.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans / Lab schedule
Method for Monitoring Effectiveness	Classroom Observations / Usage report
Position/Role Responsible	Curriculum Dir, Principals, AP Instructional Tech and Academic Coaches
Evidence Based Indicator	Moderate

Action Step # 2

Timeline for Implementation	Others : September 2023
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Stewart County will continue our on-going partnerships with RESA's network and Columbus State University to support this action step.
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Action Step # 3

Action Step	Improve teacher/student digital literacy by purchasing instructional software that supplement and support School/District Improvement Plans and strategies particularly in the areas of differentiation and formative assessments.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans Software Usage rate report TKES Observations
Method for Monitoring Effectiveness	Data Team Meeting Classroom Observations Software data report-Usage

Action Step # 3

Position/Role Responsible	Curriculum Dir, Principals, AP
Evidence Based Indicator	Moderate

Timeline for Implementation Others : October 2023

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Stewart County will continue our on-going partnerships with RESA's network and Columbus State University to support this action step.
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Action Step # 4

Action Step	Develop student-centered learning environments. Professional development will be provided in areas that include lesson planning, small group instruction, developing formative and summative assessments, unit planning, new teacher induction programming, building professional capacity through endorsement certification programs, and developing best practices for instruction.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans /Sign In Sheets/Agenda
Method for Monitoring Effectiveness	Classroom Observations/TKES/Walkthrough Data
Position/Role Responsible	Curriculum Dir, Principals, AP Instructional Tech and Academic Coaches
Evidence Based Indicator	Promising

Timeline for Implementation Others : October 2023

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Stewart County will continue our on-going partnerships with RESA's network and Columbus State University to support this action step.
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Action Step # 5

Action Step # 5

Action Step	Provide students with supplemental daily reading comprehension instruction and practice through flexible grouping and differentiated instructional strategies using additional consultants and academic coaches.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans Formative Assessments
Method for Monitoring Effectiveness	Classroom Observations
Position/Role Responsible	Principals, AP, Teachers , Consultants, Academic Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Others : August 2023

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Stewart County will continue our on-going partnerships with RESA's network and Columbus State University to support this action step.
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Action Step # 6

Action Step	Improve school conditions/learning environments by funding evidence based professional development activities for school counselors/teachers/staff that address health, safety, school climate, positive interventions and behavioral supports and other directly related PL activities to increase professional capacity.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Plan, Walk Throughs, TKES
Method for Monitoring Effectiveness	TKES, Observation, Surveys Redeliver
Position/Role Responsible	Curriculum Director, Principals, Special Ed Coordinator, AP
Evidence Based Indicator	Promising

Timeline for Implementation Others : August 2023

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Stewart County will continue our on-going partnerships with RESA's network, New Horizon Behavior Health , Stewart County Law Enforcement , Stewart County Family Connections and Columbus State University to support this action step.
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Action Step # 7

Action Step	Implement a system of Focus Walks for classroom observations to observe learning environments and provide teachers with constructive critical feedback aimed at improving instructional practices and student achievement.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Curriculum, Lesson Plans, Follow-up Discussions, Checklists
Method for Monitoring Effectiveness	Schedule, Surveys
Position/Role Responsible	Curriculum Director, Principal, AP, Academic Coaches, Instructional Tech SPED Director
Evidence Based Indicator	Promising

Timeline for Implementation Others : 2023-2024 school year

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Stewart County will continue our on-going partnerships with RESA's network and Columbus State University to support this action step.
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Action Step # 8

Action Step	Increase teacher retention by implementing a mentoring program for beginning teachers and other teachers in need of additional support and training.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Program Procedures PL Forms-Mentor Agreement
Method for Monitoring Effectiveness	Surveys , Feedback, TKES Report Retention
Position/Role Responsible	Curriculum Director, Principal, Academic Coach
Evidence Based Indicator	Strong

Timeline for Implementation	Others : 2023-2024 School Year
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Stewart County will continue our on-going partnerships with RESA's network and Columbus State University to support this action step.
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Action Step # 9

Action Step	Provide discipline alternatives, social- emotional learning with embedded instructional practices, positive behavior supports to enhance the learning environment , health and well being of all students through athletic activities.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Procedures, Agendas PBIS & Sign-In Sheets
Method for Monitoring Effectiveness	SWIS Data Focus Walks, PBIS
Position/Role Responsible	Principals, Academic Coach
Evidence Based Indicator	Promising

Timeline for Implementation Others : 2023-2024 School Year

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Stewart County will continue our on-going partnerships with RESA's network ,GaDOE, Stewart County Family Connection partners and Columbus State University to support this action step.
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Retention of Effective teachers and leaders
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Lack of building capacity of leaders.
Goal	At the end of 2023-2024 school year, the leaders of district will have completed Leader training.

Equity Gap

Equity Gap	Inexperienced leaders (principals or assistant principals with less than four years of experience)
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Content Area(s)	ELA Mathematics Science Social Studies Other : N/A
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority

Equity Gap

Equity interventions	EI-5 Support the retention of effective teachers and effective school leaders
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Action Step # 1

Action Step	Principals and Assistant-Principals will take part in RESA Principals Support Network monthly to help them discuss and address effective ways to run a school, attend leadership Professional learning, and take part in Professional learning communities.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Leadership position monitored through LKES programs, surveys 2019 and school observation for feedback and growth. Superintendent will meet with principals monthly for leadership teams and require school principals to make monthly school reports to board. Feedback from Principals Support Network consultant.
Method for Monitoring Effectiveness	LKES and surveys
Position/Role Responsible	Superintendent Principal
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly
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Action Step # 1

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Stewart County will continue our on-going partnerships with RESA's network and Columbus State University to support this action step.
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Action Step # 2

Action Step	Provide professional learning for Building New Leaders to assist in recruiting , hiring, and retaining effective leaders.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PL, Sign-In sheets, agenda
Method for Monitoring Effectiveness	Projects completion, surveys ,feedback
Position/Role Responsible	HR, Principals , AP, and Superintendent
Evidence Based Indicator	Promising

Action Step # 2

Timeline for Implementation	Others : 2023-2024 school year
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Stewart County will continue our on-going partnerships with RESA's network and Columbus State University to support this action step.
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4. REQUIRED QUESTIONS

4.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>The district leadership team met to conduct this needs assessment through analyzing achievement, perception, demographic and process data for the elementary, middle and high school. In addition to collaboration with the parents, leadership team, district parenting, teachers, paraprofessionals and school administrators were surveyed. Surveys were provided to gather feedback from stakeholders in the district to conduct a comprehensive needs assessment based on information which includes the achievement of students based on state academic content standards and academic achievement standards. Community stakeholders are included. Community involvement was through School council meetings and Stewart County Collaborative meetings. The results were used to gather feedback from all stakeholders in the district. Furthermore, Stewart County held a LEA Improvement Plan and a CLIP meeting in May of 2023. The purpose of the surveys and the meetings was to gather input from all stakeholders on the effectiveness of the LEA in meeting the needs of students and the adults that support them. The input was used by various departments to collaboratively write the district improvement plan. The district improvement plan pulls together data that prioritize district needs and aligns needs with federal programs funds to address these needs based on programs allowability.</p> <p>The District Family and Community Engagement Specialist (Title I) work with community partners to provide support for families. - Mental Health Clinicians (Title V and General Fund) also work with community partners to provide social emotional learning and mental health services to families. The district coordinates general and federal funds to provide job-embedded professional learning (General funds, IDEA, Title I, Title V) for teachers through content coordinators, instructional coaches and consultants. Title I, Title V, and general funds are coordinated to provide support to induction teachers and leaders. Title I and Title V funds are also used to support family engagement activities to increase student achievement. The district also coordinates services for children across programs and between schools.</p>
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Serving Low Income and Minority Children

Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<p>The district ensures that low-income and minority children are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers by monitoring data from the TKES and teacher schedule. The District analyzes academic data to ensure that low-income and minority children are progressing as well as cohorts. District procedures require that no student be served by an ineffective or inexperienced teacher two years in a row.</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p>	<ol style="list-style-type: none"> 1. The process used by the district to determine professional learning needs includes collecting data from multiple sources including criterion-reference test, grade point averages, report cards, online assessments, teacher-made test, screening assessments, checklist, pre and posttest, benchmark tests and progress monitoring assessments. Demographic data collected includes attendance records, discipline records, home background and language proficiency and ethnicity. Perceptions data is collected through questionnaires, interviews, observations and online surveys from system, school, parent, students, community and higher education stakeholders. After all data are collected, the process of analyzing the data begins. The data is analyzed to compare students, subgroups, schools and systems within the school and state. The district uses the results of the data analysis to determine short term and long term professional development activities. The results of analysis provide insight for improvement to professional learning, and needs for the next year and into the future. 2. The district strategic plan creates long-term professional learning plans for areas of need and commits on-going resources to complete the identified professional learning projects. Specific roles and duties have been assigned at the system and school level to ensure the process of determining professional learning needs of all staff flows in the most efficient and accurate way possible, is long-term, is sustained, and is ongoing. 3. On-going training for Principals, Assistant Principals, District Leaders and Aspiring Leaders is provided to facilitate capacity to lead an effective professional learning program that is sustained, on-going, and job embedded. Growth opportunities include educational conferences and workshops; RESA workshops; observation visits to other schools; Professional Learning Communities; Peer observation and coaching. 4. The district has made a conscious effort to increase and has been continually increasing evidence-based professional learning practices for a number of years. There is an on-going focus on differentiating instruction and using technology effectively. The district works with RESA to do embedded training, and assist with lesson plans that focus on evidence-based practices.
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Professional Growth Systems

	5. The district uses CCRPI data to determine whether short term and long term professional development activities have been successful in increasing student learning, staff performance, and school climate. Analysis informs areas of weakness and areas of professional learning focus for the next year and into the future. The analysis also provides evaluation for previous professional learning so that the district is able to determine professional learning improvements, changes to be made, and activities to continue unchanged.
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PQ – Intent to Waive Certification

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

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

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

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>General education teachers must meet the GAPSC's certification requirements or meet the following SCSD requirements: Hold a Clearance Certificate: and Bachelor's degree. Sp. Ed. teachers have to be certified according to the IEPs of the students they teach, but do not have to have specific content certification.</p>
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State and Federally Identified Schools

State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>The Stewart County School District (district) currently has no schools identified in needing Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI). However, if a school or schools were identified as needing CSI and or TSI in the future, the district, in collaboration with the schools will conduct comprehensive needs assessments to identify specific challenges for said school(s) and prioritize and allocate Federal Funds to meet each identified need, ensure that the identified needs and goals/priorities are integrated into the school(s) improvement plans, the district will then; ensure that funds are utilized to support the goals/priorities identified in the school's improvement plans, that funds are expended in alignment with reporting, monitoring, and level of evidence as defined by ESSA, ensure that funded interventions are based on strong, moderate, or promising evidence that have a statistical significant effect on improving student outcomes.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>The Stewart County School District strongly encourages and supports the articulation agreement with Columbus Technical College. With this agreement, Business Technology and Business Communications classes are taught. These classes are taught daily on our high school campus. Our school district provides opportunities for teachers of career and technical courses and those teaching academic courses ample opportunities to work together to align their coursework and jointly teach cross-disciplinary projects that tackle real-world problems. The strategies taught help our students understand the depth and breadth of career opportunities. District will implement a new Work based Learning program for next school year. During pre-and post planning of our calendar school year, the district provides opportunities for visits to Columbus Technical College. It is at this time that personnel is discussed, schedules, pathways and student enrollment. The district also supports our career and technical education programs through our Maintenance of Effort. The District Maintenance of Effort funds provides additional support for the needs of the students.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

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

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<ol style="list-style-type: none"> 1. The district focuses on a number of avenues to prevent discipline problems from occurring. A Family Engagement Coordinator is in place to act as a liaison between the school and local families. The Family Engagement Coordinator makes sure small problems do not grow into large problems. Cameras on campus provide a digital documentation of events that take place during the school day and provide a second source of prevention and security. 2. The district focuses on school climate as an umbrella to establish an environment that is conducive to established norms of good behavior and interest in learning. The district believes that involving parents in matters related to establishing discipline policies provides needed cultural collaboration and increase the chances that parents will work with the schools to support the discipline policy. The district also involves parents on the Discipline Planning Committee. They also provide feedback concerning discipline on the Handbook Committee and School Councils. 3. RTI process has been implemented and continues to improve each year. The RTI process cuts down on discipline problems because the individual needs of students are being met in an effective way. When students are actively engaged and prepared to do the work, fewer discipline problems occur. The PBIS program strategies using positive reinforcement are also implemented to keep discipline problems down. When discipline issues do occur, staff uses PBIS strategies to deal with the issues constructively and prevent escalation and reoccurrence.
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4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>Middle and High school students are provided an opportunity to visit post secondary campuses to increase the number of students attending post secondary schools and facilitate a smooth transition to educational opportunities after high school. Pathways meetings are provided for students transiting from middle school to high school assist students in deciding a course of study during high school.</p> <p>The district participates in the move on when ready/dual enrollment programs. Move on when ready participation is increasing.</p> <p>The district participates in services provided under the Workforce Innovative Opportunity Act for Job Training. Junior and Senior high school students earn income while they are learning job skills through this program.</p> <p>Students participate in the Jobs for Georgia Graduates Program. This program takes the student from the classroom to the workforce. The program coordinator assists students in finding a job. They are followed for 12 months after graduation. The students who work with this program have a 100% graduation rate and has had this rate for the past six years.</p> <p>The district is planning to explore a partnership with Stewart Detention Center in Stewart County. The detention center is the largest employer in the county and a partnership with the center could provide employment for graduating seniors.</p> <p>There have been efforts in recent years to increase post secondary access by encouraging students to take the PSAT, SAT, and the ACT. There are increased numbers of students taking the ACT and SAT. There are also more students taking the PSAT.</p> <p>District graduation rates are trending upward and more students are participating in post-secondary education. Of the students who participate in post secondary education; a higher rate participate in colleges as opposed to technical schools.</p>
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Preschool Transition Plans

Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>The district provides several support activities for students transitioning from pre- kindergarten to kindergarten:</p> <ol style="list-style-type: none"> 1. Pre-kindergarten staff is in constant contact with parents to begin the process of parents supporting the education of their child early in the education career. Most of the parents serve as volunteers in the classroom 2. Elementary school invites pre-kindergarten parents to participate in all activities offered help parents support their child during the school year 3. In the late spring pre-kindergarten children visit kindergarten classrooms to learn about the next school year 4. During the last six weeks of pre-kindergarten students get their own lunch tray and begin doing other things they will have to do by themselves next year 5. Meeting is set up for parents to register their child for kindergarten. Parents are also provided guidelines for telling them how kindergarten will be different from pre-kindergarten. They are given guideline for setting up screenings: hearing, vision, dental and nutrition 6. Assessment at end of pre-kindergarten for flexible grouping 7. Pre-kindergarten staff meets with Elementary school personnel to discuss the transition 8. Pre-kindergarten parents are given a backpack of materials they will use to work with their child during the summer to continue to get their child ready for school in the fall. Pre-kindergarten teachers go over the materials in the backpack to provide parents with instruction for working with their child during the summer. 9. In the fall at open house the kindergarten teacher goes over items that will assist parents in helping their child to transition from Pre-kindergarten to kindergarten 10. Elementary personnel provide monthly support meetings for parents of students transitioning from pre- kindergarten to kindergarten
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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p>	<p>NA</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>All three of our schools, including the elementary school, middle school, and high school, are Title I school-wide schools which enables us to implement instructional programs systematically throughout the schools. Instruction is aligned to Georgia Schools of Excellence Standards Specific strategies vary by school level. Title I funds will be used in a supplementary manner to provide support services for literacy, math, social studies, and science:</p> <ol style="list-style-type: none"> 1. Reduce class size 2. Provide additional support services using paraprofessionals 3. Technology equipment, software, and other technology resources to facilitate instruction 4. Parent Involvement Resources 5. Purchase high-quality, evidence-based supplementary materials, kits, consumables, books 6. Professional Learning Services including travel, lodging, and stipends to support core instruction; school climate; leadership: Consultants, job embedded, conferences, off-site, 7. Supplemental supplies and materials 8. Administrative Services 9. Indirect Costs 10. Family Engagement Services 11. Homeless Services/Foster/Migrant/ESOL 12. After School, Saturday School, Summer School Services, Extended Learning Time <p>No students have been identified as English Learners, Homeless, Migrant, or Foster Care in Stewart County. No schools for neglected or delinquent students are located in Stewart County. However, if students from any of these groups are identified, appropriate services will be provided.</p>
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate); description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart; description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p>	<p>Identification of migrant students is completed through the occupational survey, which is a portion of the student enrollment packet. If migrant students are identified, a comprehensive needs assessment and delivery plan will be developed. The Federal Programs Coordinator is the designated person responsible for maintaining, updating, and properly coding all required enrollment, educational, and health data in the Stewart County School District Student Information System on migrant eligible students and would share this information within the District. The Federal Programs Coordinator ensures that pertinent school records including information on health, are transferred when children move from Stewart County Schools to another school district. The Stewart County School District will use MSIX data if Migrant students move into the district to obtain information to inform decisions on student enrollment, grade or course placement, and accrual of credits. The Federal Programs Coordinator will follow state requirements on the following if migrant students move into the district:</p> <ul style="list-style-type: none"> Records maintenance and transfer Identification and recruitment Educational support/priority of service Consultation with private schools Conducts a needs assessment Coordination of Migrant services Establishes a parental advisory council (PAC) Participates in professional learning Provides services for the educational needs of migrant preschool children Evaluates the program.
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Title I, Part C – Migrant Supplemental Support Services

<ol style="list-style-type: none"> 1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC). 2. Direct-funded LEAs describe: 3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer. 4. how the needs academic and 	<p>Stewart County School System will collaborate with Georgia Department of Education Migrant Education Program, Region 2 (GaDOE MEP 2) at ABAC, DFACS, Stewart County Family Connections, and Family Engagement Coordinator to monitor mobility/identification and needs of the migrant population. Currently, the system has no students identified as migrant. All students are given an Occupational Survey to determine if they might qualify for the Migrant Education Program. As these students enter the school system, registrars ask a series of questions in conjunction with the Occupational Survey to determine if migrant services may be needed. The Occupational Surveys are sent to ABAC and we are thus notified of the Migrant student</p>
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Title I, Part C – Migrant Supplemental Support Services

non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.	roster. Among the educational services offered to these students are regular education setting, EIP services (K-5), Remedial Education Services (6-12), Intervention Services, Gifted services, SST Services, Special Education services, ESOL services, after school tutoring at all grade levels, FLP (Flexible Learning Program) at grades 3-8, Increased Learning Time (9-12) and mentoring and counseling services. Teachers report academic achievement to the specific parties and parents on an ongoing basis.
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: Description of your district's procedures Specific professional learning activities Plan to monitor implementation with fidelity</p>	<p>Stewart County School System is a small, rural system with a population of approximately 60 students with disabilities. Having smaller numbers allows team members to form a genuine bond with each student and allows the opportunity to ensure that individual students' needs are met. Stewart County School System's mission is to provide a quality education to all students. The vision is to become one of the highest performing school districts in the state of Georgia with the motto of "Building the Future, One Child at a Time". Stewart County School System (students, teachers, counselor and administration) works diligently as a team to ensure that students with disabilities graduate being prepared for life after high school as successful citizens of the community. During the 2021-2022 school year, Stewart County School System had 80% of youth with IEPs graduating from high school with a regular diploma is with a drop-out rate of 20%. Although it is evident that Stewart County School System works effortlessly in building relationships with all students while stressing the importance of obtaining a solid educational foundation, actual percentages are often not a direct reflection of the work that is occurring as one student who drops out will drastically affect the overall drop-out rate. Post-secondary transition training is implemented and ongoing throughout the students' educational career at Stewart County School System starting as early as age three. Specific post-secondary outcome activities implemented to improve graduation rates for students with disabilities include having a Promise to Graduate ceremony for students in 8th grade, having a designated caring adult in the building assigned, and having an effective detailed transition plan to assist students in transitioning from the middle school to the high school and from the high school to adulthood. The transition plans help prepare students in deciding their most appropriate post-secondary option(s) whether it be attending college, other post-secondary training, military, or the work force. The transition plan is written as a team effort including the student as the main source of information and participant in developing the transition plan emphasizing the student's strengths, career inventory results, and career/occupational desires. Transition plan goals are written and progress monitored as the plan is reviewed by the IEP committee team annually. According to 2021-2022 data, Stewart County School System continued to have a 100% rate for youth aged 16 and above with and IEP that includes appropriate measurable post-secondary goals and evidence that the student was invited to the IEP team meeting where transition services were discussed.</p> <p>To assist in the transition plan goals and post-secondary training, a relationship with GA Vocational Rehabilitation Agency has been formed. Vocational rehabilitation program offers services to the students of Stewart County School System to help them successfully transition from school to</p>
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IDEA Performance Goals:

	<p>work. Vocational rehabilitation professionals work with the school and team members to develop activities and experiences designed to support students in realizing the necessary experience, skills, and knowledge to reach their post-secondary goals. Vocational rehabilitation services include job exploration counseling, work-based learning experiences, counseling on opportunities for enrollment in post-secondary education to explore training options after graduation, workplace readiness training to improve social skills and independent living skills, and instruction in self-advocacy to learn skills needed for greater independence. A service provider meets with the students on a weekly basis. Vocational rehabilitation service leadership and the special education director attend monthly collaboration meetings. Referrals, services, and other pertinent information regarding students are discussed.</p> <p>Post-secondary outcome activities are monitored continuously throughout the school year as well as after graduation by the special education director to ensure fidelity. Students are followed after the completion of high school and provided assistance in an effort to ensure a successful transition to adulthood. According to 2021-2022 data, 100% of Stewart County School System's youth who were no longer in secondary school and who had IEPs in effect at the time they left school, were enrolled in higher education or in some other postsecondary education or training program or were competitively employed or in some other employment within one year of leaving high school. When breaking down this data, 66.67% were competitively employed within one year of leaving high school with 0% of the students enrolled in higher education and one student enrolled in some other post-secondary education or training program.</p> <p>To assist with improving the graduation rate which includes school completion, school age transition, and post-secondary transitions, special education teachers attend professional learning opportunities provided by the local RESA, Chattahoochee Flint, and GLRS as well as GA DOE training and webinars. The special education director holds monthly meetings to review procedures and provide resources for developing effective transition plans. Transition plans are routinely reviewed by the special education director to ensure progress monitoring is taking place. Technical assistance is provided to those teachers needing additional training by working directly with a seasoned special education teacher/mentor, special education director, or special education liaison from Chattahoochee Flint RESA as well as attending additional training providing at the state level.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve</p>	<p>Stewart County School System implements various activities to improve services for young children of ages 3-5. Outreach and child find activities are provided by posting information to the school system's website, posting flyers in prominent places throughout the schools and community (i.e. Head Start, doctor's offices, library), running informational pieces in the local newspapers as well as providing information at the "Back to School Bash" at the beginning of the year, Open House, parent conferences, and programs within the school</p>
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IDEA Performance Goals:

<p>services for young children (ages 3-5)? Include: LEA procedures Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>as well as the community throughout the year. Child find information is also shared at partnership monthly/quarterly meetings (i.e. L4GA, Family Connections, Board of Health).</p> <p>Due to Stewart County being a small rural county, local daycare centers are not available. The school system has a very close relationship with Head Start with the center being located on Stewart County School System property. The special education director meets initially with the local Head Start Center Director along with the Disabilities and Mental Health Specialist at the beginning of the school year to discuss new students, referrals, issues/concerns. Head Start Students are screened at the beginning of the school year as well as when new students transfer in throughout the school year. If needed, students are referred and evaluated by the school system. The committee team members (including Head Start providers) meet to discuss eligibility and appropriate next steps/services. Services are provided at the actual Head Start center by Stewart County special education staff which includes a special education teacher, paraprofessional and contracted providers for related services (currently speech/language, occupational therapy, and physical therapy). These providers also serve the Stewart County Pre-K students identified with special needs. Services include pull-out, co-teaching, supportive instruction as well as consultation.</p> <p>Stewart County School System has been awarded funds through the federal striving readers grant. Georgia's Literacy for Learning, Living and Leading, L4GA, grant helps with the community and school partnership with local organization, RESA, and teacher preparation programs to improve literacy outcomes. This collaboration greatly assists with providing additional services to young children (including special needs) within the community.</p> <p>The 2021-2022 Stewart County School System had no students ages 3-5 with disabilities. However, the 2020-2021 Special Education Annual Reports indicated 100% of Stewart County School System's preschool children who entered the preschool program below age expectations in the outcome of social-emotional, acquisition of skills, and use of appropriate behaviors substantially increased their rate of growth by the time they turned 6 years of age or exited the program in each of the outcomes. The percent of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program met the state targeted for acquisition of skills; however, fell below the state target in use of appropriate behaviors and social-emotional skills. Although the percentages indicated are based on two students, improving and maintaining functioning to a level compared to same-aged peers will be an area of focus. Staff will participate in in-depth professional development in the upcoming school year, and Stewart County School System will continue to partner with the Marcus Autism Center for school-based instruction for young learners exhibiting behavioral issues. Professional learning opportunities are provided through the local RESA consultants, Chattahoochee Flint, and GLRS as well as GA DOE and Marcus Autism Center training and webinars. Monthly meetings are also held with the special education teachers. The Head Start Center staff as well as Pre-K staff collaborate in professional development geared towards providing effective instruction to young children. If technical assistance is needed (i.e. screening,</p>
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IDEA Performance Goals:

	<p>eligibility/IEP procedures, services, progress monitoring), the special education director will work directly with the staff member(s) to provide additional training opportunities and assist by observing and providing feedback. District policies and procedures are reviewed continuously by the special education director and staff to ensure effective practices are in place. An area for growth in early childhood transition is having a better partnership with those affiliated with Babies Can't Wait (BCW) Part C in identifying and referring children prior to age 3. In the past several years, there have been no referrals from BCW to the Stewart County School System.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>Stewart County School System conducts ongoing activities to improve the provision of a free and appropriate education to students with disabilities. Special education teachers receive continuous training on IEP/eligibility procedures. Training is provided not only by the special education director during monthly staff meetings, but also through the local RESA, Chattahoochee Flint, and any training or webinars that are provided at the GA DOE. Teachers receive training on interpreting evaluation results, writing eligibilities and IEPs. Teachers needing additional professional learning are provided assistance by the special education director, peer teachers, and/or RESA special education liaison. Stewart County School System uses Go-IEP, Georgia Online IEP program which offers excellent support and training in developing eligibilities and IEPs. IEPs are monitored by the special education director to ensure review/reevaluation dates are in compliance as well as ensuring progress monitoring of goals/objectives is taking place. The special education director attempts to attend every IEP meeting to make sure a variety of options are being considered and that ultimately, each student is being placed in the least restrictive environment. Schedules, rosters, and actual classes are continuously monitored by administration. The special education director, principal, and assistant principal conduct walk-throughs of classroom on a weekly if not daily basis. General education staff members are provided a copy of the accommodations/modifications of the students with disabilities they are working with. This information is shared and explained at the beginning of each school year with staff members signing off on the receipt of the document. When updates are made throughout the school year, staff members receive a new copy.</p> <p>The 2021-2022 Special Education Report provides data that shows 88.89% of school-aged children with IEP's are served inside the regular class 80% or more of the day with only 7.94% of school-aged children with IEPs serviced less than 40% of the day and 0% served in separate schools, residential facilities or homebound/hospital placements.</p> <p>Professional learning is provided to all staff including administrative through monthly special education department meetings, training sessions from the local RESA, Chattahoochee Flint, and PL opportunities (webinars, meetings, conferences) provided by the GA DOE. Ongoing assistance is given to all staff members, but for those requiring additional support, the special education director provides direct assistance as well as peer teachers/mentor and the</p>
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IDEA Performance Goals:

	special education liaison from the local RESA. District policies, procedures, and practices regarding identifying, evaluating, writing eligibilities/IEPs, and providing appropriate services are in place and are continuously reviewed by the special education director and team and tweaked as needed to ensure students' needs are being met. Data utilized to ensure these needs are met include informal evaluations (including universal screening results), progress monitoring of goals/objectives, classroom grades, and end of year/course scores.
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include: LEA procedures to address timely and accurate data submission LEA procedures to address correction of noncompliance (IEPs, Transition Plans) Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance Supervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>Stewart County School System works diligently to ensure and to improve compliance with state and federal laws and regulations, and, as a result, continues to receive 100% LEA rate in 2021-2022 for timely and accurate state reported data. The special education director attempts to attend all IEP meetings of students in the system to make sure guidelines regulations, and laws are being followed from ensuring parents are afforded their rights to ensuring students are provided the necessary services and supports afforded to them. The administrative team receives ongoing, continuous guidance and support from the special education director with supervision of special education staff. Professional learning, redelivery of information, and technical assistance are provided at least monthly at staff meetings to discuss federal regulations. Support is also provided from the local RESA, Chattahoochee Flint, and the GA DOE.</p> <p>Overall compliance is monitored by the administrative team conducting walkthroughs of classes weekly if not daily as well as the special education director being present at the IEP meetings. The special education director reviews all IEPs and eligibilities to also ensure compliance. Timely and accurate data submissions are addressed by staying abreast of due dates. This is done by checking emails and other correspondence frequently, going to conferences to gain updated information, and networking with other individuals. Calendars are marked with due dates, and support personnel are reminded of these dates. To address correction of non-compliance issues, immediate action takes place. Any staff member that contributes to the reason of being non-complaint immediately receives technical assistance and support to ensure corrections are made. Professional learning is provided to ensure non-compliance is not a repeated issue. The special education director will find resources on the GA DOE website, assign book studies, and require peer observations or a mentor as well as seek out PL opportunities at the RESA and/or state level.</p>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

A. Well-Rounded Activities (WR)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	"100% transfer of FY24 Title IV, Part A funds to Title I Part A.
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B. Safe and Healthy (SH)-Climate/Culture Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	"100% transfer of FY24 Title IV, Part A funds to Title I Part A.
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C. Effective Use of Technology (ET)-Professional Learning Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	"100% transfer of FY24 Title IV, Part A funds to Title I Part A.
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D. Effective Use of Technology 15% (ET15)-Infrastructure Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	"100% transfer of FY24 Title IV, Part A funds to Title I Part A.
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	"100% transfer of FY24 Title IV, Part A funds to Title I Part A.
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Intervention Effectiveness-Maintain Activities/Strategies, The SCSD plan addresses English Language Arts for all subgroups in grades K-12. To address ELA, SCSD employs a District Literacy Specialist that supports district leaders and school leaders and teachers. Additionally, Intervention teachers and paraprofessionals are employed at school grades K-8. The building instructional leaders and Director of Federal Programs support the work of the Intervention teachers and paraprofessionals in each building. Within each school, vertical and horizontal PLCs are held to support job-embedded professional learning for the teachers. Benchmark Literacy (Units of Study and Benchmark Phonics) have been implemented. Comprehension and phonics instruction walkthroughs were conducted at each school to determine the effectiveness of the implementation and targeted professional learning was created as a result of the walkthroughs. SCSD utilized GlimpesK12 to measure usage and effectiveness of resources to improve achievement. Program allowed SCSD to see impact of systems when done with fidelity.</p>
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<p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>FY23 funds were used to fund a district –wide professional learning, incentives, mentors and stipends. District closed the gap in ELA and Math. We believe some of this gain due to having district job embedded professional learning activities to maintain a constant level of instruction for district and mentoring support of induction teachers . District will be continue to utilize intervention teachers and will continue to support students' learning loss due to Covid-19.</p>
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<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Intervention Effectiveness-Maintain Activities/Strategies, Stewart County school district continues to lag behind in leaders' and teachers' retention. Stewart County again will begin the year with a new principal and with 8 beginning teachers. The district has incorporated PLC's for both leadership and teachers with both job-embedded and direct PL in Principal and Assistant Principal Academy with learning endorsements for teachers. Effectiveness of leadership and teacher retention still a priority due to only slight gains in students' achievement. District will continue to provide school staff specific professional learning and support to help with retention capacity building. SCSD utilized GlimpesK12 to help monitor the effectiveness of SCSD systems for achievement. Resource identified intervention effectiveness when programs and resources used with fidelity. SCSD will continue to provide targeted teacher development on content, pedagogy, and student supports and interventions.</p>
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Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

<p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>FY23 funds were used to fund district –wide professional learning, incentives, mentors and stipends. We believe some of this retention gain due to having district job embedded professional learning activities to maintain a constant level of instruction for district and mentoring support of induction teachers and leadership academy . District maintained same level of AP leadership as prior year and will continue to support leadership gap. District personnel entitled to incentives once lagging data and contract renewal verified.</p> <ol style="list-style-type: none"> 1. Stewart County Elementary School Academic Performance from 2022-2023 ; Students in grades 3-5 scoring in levels 2-4 in ELA decreased from 58% to 55%; Students in grades 3-5 scoring in levels 2-4 in mathematics decreased from 64% to 55%. SCES still in the grip of learning loss following Covid -19. 2. Stewart County Middle School Academic Performance from 2022-2023 ; Students in grades 6-8 scoring in levels 2-4 in ELA decreased from 64% to 60%; Students in grades 6-8 scoring in levels 2-4 in mathematics decreased from 75% to 71%. SCMS still in the grip of learning loss following Covid -19. 3. Stewart County High School Academic Performance for students in levels 2-4 from 2022-2023: America Literature - increase 68%-to 64%; Coordinate Algebra - decreased from 78% to 47%; United States History - decreased from 54% to 45%; and Biology decreased from 58% to 54% . <p>Important trends are that academic scores are mixed in ELA and math. The conclusion is that the district must continue to use intervention strategies to improve scores even more and to work to move students to proficient and distinguished after current learning loss years.</p>
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4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

In this section, summarize the identified needs that will be addressed with FY22 federal funds for private schools. Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](#). (Add "No Participating Private Schools" as applicable.)

Title I, Part A	NA
Title II, Part A	NA
Title III, Part A	NA
Title IV, Part A	NA
Title IV, Part B	NA
Title I, Part C	NA
IDEA 611 and 619	NA