



Comprehensive Needs Assessment 2019 - 2020 District Report



Jeff Davis County

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Required Team Members

Program	Position/Role	Name ("NA" may be used)
Multiple Program(s)	Superintendent/Assistant Superintendent	Chris Roppe
Multiple Program(s)	Federal Programs Director	Dr. Joyce Davis
Multiple Program(s)	Curriculum Director	Natalie Hayes
Multiple Program(s)	School Leader (#1)	Brent Coleman
Multiple Program(s)	School Leader (#2)	Jennifer Glass
Multiple Program(s)	Teacher Representative (#1)	Joni Maybin
Multiple Program(s)	Teacher Representative (#2)	Suzanne Coleman
McKinney-Vento Homeless	Homeless Liaison	Dr. Joyce Davis
Neglected and Delinquent	N&D Coordinator	NA
Rural	REAP Coordinator	Dr. Joyce Davis
Special Education	Special Education Director	Donna Wilcox
Title I, Part A	Title I, Part A Director	Dr. Joyce Davis
Title I, Part A	Family Engagement Coordinator	Dr. Joyce Davis
Title I, Part A - Foster Care	Foster Care Point of Contact	Dr. Joyce Davis
Title II, Part A	Title II, Part A Coordinator	Natalie Hayes
Title III	Title III Director	Dr. Joyce Davis
Title IV, Part A	Title IV, Part A Director	Dr. Joyce Davis
Title I, Part C	Migrant Coordinator	Dr. Joyce Davis

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant superintendent	Chuck Crosby
Multiple Program(s)	Testing director	Dr. Cecelia McLoon
Multiple Program(s)	Finance director	Betty Corbitt
Multiple Program(s)	Other federal programs coordinators	Natalie Hayes
Multiple Program(s)	CTAE coordinator	Dr. Joyce Davis
Multiple Program(s)	Student support personnel	Debbie Hobbs

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal representatives	Chris Roppe
Multiple Program(s)	High school counselor / academic counselor	Connie Toole
Multiple Program(s)	Early childhood or Head Start coordinator	Chris Campbell
Multiple Program(s)	Teacher representatives	Cheryl Lovett
Multiple Program(s)	ESOL teacher	Donna Metts
Multiple Program(s)	Local school governance team representative (charter systems only)	
21st CCLC	21st CCLC program director	
21st CCLC	21st CCLC site coordinator or data specialist	
Migrant	Preschool teacher	Katie Medders
Special Education	Student success coach (SSIP)	
Title II, Part A	Human resources director	Dr. Cecelia McLoon
Title II, Part A	Principal supervisors	Chris Roppe
Title II, Part A	Professional learning coordinators	Natalie Hayes
Title II, Part A	Bilingual parent liaisons	
Title II, Part A	Professional organizations	Brenda Reynolds
Title II, Part A	Civil rights organizations	
Title II, Part A	Board of education members	Roger Ogilvie
Title II, Part A	Local elected/government officials	
Title II, Part A	The general public	Kathy Howard
Title III	Refugee support service staff	
Title III	Community adult ESOL providers	
Title III	Representatives from businesses employing non-English speakers	
Title IV, Part A	Media specialists/librarians	Susie Taylor
Title IV, Part A	Technology experts	Chris Raulerson
Title IV, Part A	Faith-based community leaders	Philip Worthington

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Required Stakeholders

Program	Position/Role	Name ("NA" may be used)
Multiple Program(s)	Students (8th - 12th grade)	Sarah Beth Norris
Multiple Program(s)	Private School Officials	NA
Migrant	Out-of-School Youth and/or Drop-outs	Sandy Aycock
Title I, Part A	Parent Representatives of Title I Students	Millie Alls
Title I, Part A - Foster Care	Local DFCS Contacts	Alice Johnson
Title II, Part A	Principals	Ginger White
Title II, Part A	Teachers	Christina Chavis
Title II, Part A	Paraprofessionals	Christy Patterson
Title II, Part A	Specialized Instructional Support Personnel	Dustin Allen
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Coastal Plains Technical College
Title I, Part A	Parents of English Learners	Irasema Hernandez

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA personnel	Kristin O'Steen
Multiple Program(s)	Technical, college, or university personnel	Emiliee Carr
Multiple Program(s)	Parent advisory council members, school council parents, Parent- Teacher Association or Parent- Teacher Organization members	
21st CCLC	21st CCLC advisory council members	
Migrant	Local Head Start representatives (regular and/or migrant Head Start agencies)	
Migrant	Migrant PAC Members	Veronica Salazar (president)/Paula Lopez (student)/Joyce Davis (MEP Director)/Sandy Aycock (MSSP)

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local farmer, grower, or employer	
Migrant	Family connection representatives	Denise Darley
Migrant	Local migrant workers or migrant community leaders	
Migrant	Farm worker health personnel	
Migrant	Food bank representatives	Michael Creamer
Migrant	Boys and Girls Club representatives	
Migrant	Local health department representatives	Kelli Varnadoe
Migrant	ABAC MEP consortium staff	
Migrant	Migrant high school equivalence program / GED representatives	
Migrant	College assistance migrant programs	
Neglected and Delinquent	Residential facility(ies) director(s)	
Special Education	Parents of a student with disabilities	Christy Norris
Special Education	Parent Mentors	
Title II, Part A	School council members	

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	Announcements for county-wide participants were placed in newspaper and social media. Individual emails were sent to committee members with a personal invitation asking them to serve on the district committee. Committee members were selected from all levels of student instruction, parent engagement, and community participants from various backgrounds. School level representatives are an equal representation of the four schools that are in Jeff Davis County.
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How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?	Everyone has a voice in the creation of the document. Review sessions were held at various times which allowed everyone to provide feedback. Committee members that could not attend the meetings were sent all materials used for the public meetings. A printed document was given to all committee members for them to review. Building level needs assessments were conducted in grade spans to obtain feedback from all faculty and staff.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.36
3.Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.27
4.Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.36
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

Teacher Keys Effectiveness System- Standard

Standard	Score
2.Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2
3.Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.13
4.Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2
5.Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.01
6.Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2
8.Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.01
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. Source: TLE Electronic Platform (FY18)	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. 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.	2.36
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.36
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.27

Leader Keys Effectiveness System- Standard

Standard	Score
4.Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.36
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.09
6.Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2
7.Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.55
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.36
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

Teacher Keys Effectiveness System- Standard

Standard	Score
9.Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.28
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4.Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.36
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.09
6.Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2
7.Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.55
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.36
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

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.	2.13
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.28
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.13
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2.School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.36
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.36
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.13
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
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.	2.36
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.36
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.27
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.36
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.09
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.55
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.36
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

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.	2.13
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.13
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.01
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.31
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.	2.01
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.28
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.13
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use?</p>	<p>Perception data used included: Federal Programs Stakeholders Surveys (parents, community, teachers, paraprofessionals, administrators), 18-19 District Teacher feedback survey, Student/Teacher School Climate Surveys, and Superintendent District Start-Stop-Continue Faculty feedback.</p>
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<p>What does the perception data tell you?</p>	<p>Perception data showed that parents and community are not vocal in their recommendations to the district. More communication is desired between school and home. Teacher feedback surveys suggested teachers would like more professional learning one-on-one and specific to their particular needs. Their surveys also suggested that while data is disaggregated in each building that process does not always drive instruction. However, teacher feedback surveys strongly supported their building level administrators and school initiatives. The Superintendent faculty feedback supported the climate and culture of our district.</p>
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<p>What process data did you use?</p>	<p>Programs were evaluated and presentations were given by the School Improvement Specialist for each grade span building. Evaluations were based on usage, GMAS scores, Lexile scores, and pre-/post- student data. Building level administrators, SIS, and system administrators reviewed the data to determine the programs that were effective and needed to be continued. Programs that did not meet the standards set by the teams will not be renewed for the upcoming school term. Plans were put in place to maximize usage times in the programs that were most effective. Evaluations in the TKES/LKES platform were also analyzed. Compiled data was presented to open stakeholders meetings; copies of handouts, presentations, and agendas were emailed to all district committee members for feedback.</p>
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<p>What does your process data tell you?</p>	<p>Director of Curriculum, System Instructional Technology Specialist, School Improvement Specialists, and building level administrators met to evaluate the effectiveness of each program and its usage. Certain programs produced low growth and had very little usage, while some programs yielded great gains. Programs that will be renewed will have professional development offered to support implementation and usage. In the TKES platform, data showed instructional strategies as a strength and assessment uses as an area of needs improvement. LKES data indicated that school climate is a strength and while not a weakness the area of staff evaluation was our lowest area.</p>
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<p>What achievement data did you use?</p>	<p>Achievement data evaluated included student GMAS scores, benchmark data, LEXILE scores, ACCESS scores, and program evaluations. A comparison between course grades and milestone scores was conducted to determine alignment of courses to standards. Data was reviewed/evaluated at the building and system level. Presentations on data results were presented to staff/faculty on the building progress for student achievement. Compiled data was presented at an open stakeholder meeting. All handouts, presentations, and agendas were emailed to district committee members for feedback/evaluation.</p>
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<p>What does your achievement data tell you?</p>	<p>FY18 data and FY19 data suggest that both reading and writing are areas that need improvement. While we saw an upward trend in almost every area plans are in place to continue to address this need. A effort to address benchmarks to more accurately reflect GMAS is also needed in many areas. This will be done through PLCs involving administrators, SIS, and teachers. ACCESS data shows that only 10 EL students scored an Overall Score of 5 (or better) out of 312 EL students. EL faculty needs to provide professional learning to all faculty/staff on dealing with EL students and instructional strategies following WIDA guidance that will lead to student success.</p>
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<p>What demographic data did you use?</p>	<p>Demographic data used was from our Student Information System and state reporting (FTE, Student Records). Data used included: gender, race, migrant, homeless, gifted, 504, remedial/EIP, ESOL, and SWD. Reports were reviewed by building level and system level administrators and SIS.</p>
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<p>What does the demographic data tell you?</p>	<p>The ethnic student population in Jeff Davis County is changing from a majority of African-American students (14.5%) to an increase in the Hispanic population (20.1%). Our gifted population is only 2.5% while our SWD population is 12.4%. An area of concern is the remedial/early intervention which is a total of 30% for our district. The total number of students attending JDCS has not changed drastically in the past few years, number of students are within 100 up/down.</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 increase and decrease of Milestone EOC/EOG scores allows our district to identify what areas of content needs specific focus. Additionally, data from TKES/LKES allows system and building level leaders to know areas of instruction and leadership that need development. Through analysis of walk-through data it is apparent that training is needed in alignment/rigor of assessments to the GSE standards. This training will continue through FY19-20.</p>
<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Jeff Davis County provides ample training opportunities for administrators, both building and system level. Focus will be centered on the people placed in leadership positions and their training needs. For FY20 provides a challenge for JDACS, because we have had a massive leadership turnover due to promotions from within. Leadership transfers has resulted in new Superintendent, three new principals, two new assistant principals, and two new School Improvement Specialists. Training will be provided so that administrators will be successful in their positions which will reflect on student success for the system.</p>
<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Jeff Davis needs to be aware of the training/following up with the training of new hires and making sure that training provided is being applied in all classrooms. As a system, we need to focus more on the end results, student data, for planning considerations for more professional development. Professional development needs should directly relate to student success in the classroom. Procedures need to be developed for alignment and evaluation of professional development in relation to student success. Comparing the professional development schedule/course offerings with student benchmarks, assessments, walk-throughs, and TKES/LKES will benefit the entire system.</p>

Strengths and Challenges Based on Trends and Patterns

<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>When verbally speaking to parents, they indicate that they are satisfied with the school system and that is why they are not worried about attending meetings provided. Teachers could use more professional development on parent involvement engagement processes. Parents/stakeholders could use professional development on how to become more involved in their child's education. Parent/stakeholder sign-in sheets are a good indicator of how many attend sessions/offerings.</p>
<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Having a system-wide RTI coordinator is an example of the commitment to student interventions. Uniform procedures and processes will increase student identification and enable earlier detection of problems. Students will be able to begin receiving the necessary assistance needed for academic success. Teachers having open communication with administrators allows for easier discussions of concerns/situations that can be avoided/fixed sooner, rather than later.</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>Having a population with 23% uneducated and a poverty rate of 31.2% over the age of 25 confirms the difficulties of stakeholder/student participation in school activities. There is a disconnect on what is important for the student to be successful on the educational level. If the system had the finances to have a higher incentive/stipend/supplement program for attracting and keeping employees, and could provide incentives for parents to attend meetings, programs would be more consistent. This evaluation shows us that we need to work on communication to stakeholders in various methods/styles to explain our services/programs. This would also hold true for communicating the benefits of working in our county/system to potential employees. Having more stakeholder participation and qualified employees would guarantee success for our system on all levels, stakeholder, staff, and student.</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>	<p>Social-economic status does not seem to have a great influence on our student performance. Our EL and Migrant students do score lower in ELA and on Lexile scores, but their overall scores are in line with students in all subjects. Data analysis at the building level to identify individual student weaknesses/needs will help the student succeed. Building level communication with teachers/parents/students for needs which are communicated to the district allows Jeff Davis to plan in advance for assistance/programs/support.</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	In core academic areas, the "beginning" level learner group decreased. At the high school level, there was a decrease in the "beginning" level learner group in the areas of American Literature and 9th grade Literature as well as in Algebra I. We believe that these percentages are a direct result of having a System RTI Coordinator, District Level ASPIRE team, GHSHT Partnership and the implementation of WriteScore as a benchmark writing system. The district promotes strong Professional Learning Communities at all schools consisting of all teachers, grade level or content area.
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Challenges	A challenge at the high school level is the increase in "beginning" learners in Geometry and Physical Science. While strategies were implemented, this class presents historically low scores. Parent participation/involvement is also cause for concern, especially with SWD students. Recruitment of teachers who are certified in needed areas of special education has also become very difficult.
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Having system-wide Title I has been the biggest benefit to our system. Communication between the district and schools is open and on-going. The Title I School Improvement Specialists in each building assists with guidance and alignment for the Title I Program.
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Challenges	Communication from school to district needs to improve, so that the Title I director is aware of changes/needs sooner, rather than later.
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Title I, Part A - Foster Care

Title I, Part A - Foster Care

Strengths	All foster students are treated as regular students. All students receive the same educational opportunities at the same level in all grades.
Challenges	Receiving the list of foster students from the local Department of Family and Children Services and/or Georgia Department of Education in a timely manner. It is difficult to account for a student, when we do not know they are in foster care.

Title I, Part A - Parent and Family Engagement

Strengths	Interpreters are provided (if possible) for all parent involvement activities within their buildings through local funding. School Improvement Specialists and building administrators are becoming more "tech savvy" which allows for promoting events/activities for their students on social media.
Challenges	How to increase parent/stakeholder participation for activities, because they believe that "you are good" and there is no need to change things.

Title I, Part C - Education of Migratory Children

Strengths	JDCS has one MSSP who works with Migrant students/program. All state paperwork is completed/reviewed/sent ASAP so that the students will be documented in the system. Support is given to the students at all levels by the MSSP. For FY20 tutoring will be offered to Migrant students who need assistance in reading comprehension. Tutoring and monitored schedules will improve student success for FY20.
Challenges	The greatest challenge with migrant is contacting and working with OSY and drop-outs. The MSSP tries to make contact through parents, friends, companies, but our OSY and drop-outs are not interested and miss a lot of opportunities for communication with migrant personnel. Data results from GMAS scores indicate that 45% of migrant students scored at Beginner for English Language. While there was growth for ELA, tutoring and more one-on-one assistance from the MSSP at the middle and high school levels will benefit the students in becoming Proficient or Distinguished for the FY20 assessments.

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

Strengths	Jeff Davis does not have a neglected/delinquent facility
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Challenges	Jeff Davis does not have a neglected/delinquent facility
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Title II, Part A - Supporting Effective Instruction

Strengths	Professional Learning provided through Title II is guided by the specific needs of each school. The district works to provide research-based professional learning that is relevant to classroom instruction/curriculum. The greatest strength of this program is the collaboration of building and system working together for the betterment of the system.
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Challenges	The location of Jeff Davis County is a challenge when trying to recruit "new" teachers to a rural area. In addition, being a small, rural, low socio-economic system the decrease of the Title II budget could have a significant impact on district offerings.
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Language Instruction for English Learners and Immigrant Students Describe your LEAs strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and English proficiency. (All LEAs must complete, regardless if receiving a Title III allocation or not.)

Strengths	Having highly professional certified EL teachers at JDCS is the strength of the program. All EL staff have current technology to assist them in classroom instruction. JDCS EL ACCESS data shows that while students are improving from year to year, students are not exiting the ESOL program in a timely manner.
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Challenges	Not having a dedicated clerk for record keeping that is needed for a transitate population. JDCS EL ACCESS data indicates that more professional development is needed for regular classroom teachers for dealing with EL students and how to provide the students with strategies for success in all subject areas. Language acquisition that helps deal with academic understanding is difficult for our older EL students (6-12), understanding would help the students be more successful in the classroom setting.
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	Homeless students received the exact same services/assistance as all students attending Jeff Davis County schools. The communication between the schools and the district homeless liaison helps with speedy student identification. Students receive a backpack filled with school supplies, throughout the year, supplies are provided as needed.
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Challenges	Challenges have not been an issue for Jeff Davis County when dealing with homeless students.
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Title I, Part A - Equitable Access to Effective Educators

Strengths	Jeff Davis County Schools is a rural small district which allows easier access to track teacher schedules and what students are assigned to specific teachers. Students that are retained are guaranteed that they will not have the same teacher the next year for instruction.
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Challenges	Due to the location of Jeff Davis County Schools, small rural south Georgia community, difficulty does exist for our system in attracting "new" professional qualified and in-field teachers. JDCS is at the point where more and more teachers are retiring and finding "qualified" replacements is proving to be a challenge.
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Title IV, Part A - Student Support and Academic Enrichment

Strengths	Having open communication between the district level and school level, is JDCS biggest strength. This grant allows for issues to be addressed for our system that local cannot afford. Administrators are able to focus on what is needed to "enhance" our campus for the benefit of students, teachers, and community.
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Challenges	<p>Well-Rounded educational opportunities for all students:</p> <p>Perception data (surveys, personal comments) - Life-skill university – middle and high schools – this activity was conducted 1 day last year and students/parents requested that it be continued</p> <p>Perception data (surveys, personal comments) - STEM activities - primary and elementary – parents loved the activities, students were more involved in learning</p>
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Title IV, Part A - Student Support and Academic Enrichment

<p>Challenges</p>	<p>Factual data (budgets, inventory) – Physical education, foreign language, music support – all schools – these programs are always lowly funded – equipment needs to be updated, support materials need to be purchased for the growing population of students taking these courses</p> <p>Safe and Healthy Environment for students Perception data (faculty surveys, counselor/administrator recommendations, discipline reports) – guest speakers, mental health services, mental health training – providing these resources/services will help to improve the school environment</p> <p>Effective Use of technology Perception data and Factual data (faculty surveys, technology helpdesk tickets) – technology summit and guest speaker – provides in-house training for all faculty on software that the district currently owns/works with</p>
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Title V, Part B - Rural Education

<p>Strengths</p>	<p>The biggest benefit of this program is the flexibility that is allowed for providing assistance to schools. Student success can be directly correlated to the programs that are funded by this grant.</p>
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<p>Challenges</p>	<p>The biggest challenge is making sure that the funds are spent according to the needs of the students and not the wants of staff.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	To improve Tier 1 instruction in content areas (English, Math, Science, Social Studies, Fine Arts, CTAE, Foreign Language, Physical Education)
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	
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Overarching Need # 2

Overarching Need	Improve literacy rates and writing across all grade levels
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	
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Overarching Need # 3

Overarching Need # 3

Overarching Need	Improve leadership skills and processes/procedures for administrators; and provide tools/resources for improving climate/culture within our district
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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Overarching Need # 4

Overarching Need	To improve conceptual understanding of mathematics for teachers and students; and monitoring of effective practices by administrators.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	
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Overarching Need # 5

Overarching Need	To improve security for students, staff, and community for school activities
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	5

Additional Considerations	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - To improve Tier 1 instruction in content areas (English, Math, Science, Social Studies, Fine Arts, CTAE, Foreign Language, Physical Education)

Root Cause # 1

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

Additional Responses	
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Overarching Need - Improve literacy rates and writing across all grade levels

Root Cause # 1

Root Cause # 1

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

Additional Responses	
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Root Cause # 2

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

Additional Responses	
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Overarching Need - Improve leadership skills and processes/procedures for administrators; and provide tools/resources for improving climate/culture within our district

Root Cause # 1

Root Causes to be Addressed	Due to a large amount of promotions within the system, there are new administrators at every building level and a new superintendent which can impact climate/culture
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	A lack of consistency in effective administrative monitoring practices/procedures at each building
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Root Cause # 2

Additional Responses	
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Overarching Need - To improve conceptual understanding of mathematics for teachers and students; and monitoring of effective practices by administrators.

Root Cause # 1

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

Additional Responses	
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Overarching Need - To improve security for students, staff, and community for school activities

Root Cause # 1

Root Causes to be Addressed	Lack of updated security measures for students, staff, and community for school activities
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness

Root Cause # 1

Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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