

Project EQ

Stewart County

2014

Content Section Submission**General Information****State:** GA**System Name:** Stewart County**System Type:** Traditional**Fiscal Year:** 2014**Title II-A Coordinator:** Rachel Speegle**Email Address:** rspeegle33@windstream.net**RESA:** Chattahoochee_Flint RESA**Student Enrollment:** < 3,000**Student Minority Percentage:** > 75%**Student Poverty Percentage:** > 75%

I. Introduction

System Name: Stewart County | Fiscal Year : 2014

I.1 Describe the LEA

Stewart County School System has been comprised of three schools including, Stewart County Elementary School, Stewart County Middle School, and Stewart County High School. In each school, 100% of the students qualify for free or reduced lunch through the School Food Nutrition Department Special Assistance Program. In addition, over 95% of the students in each school are African-American. All Stewart County Schools have a Title I School Wide Program. Therefore, in each school, the “whole group” of students is essentially the same as the “ethnic group” and the “economically disadvantaged group.”

I.2 Provide LEA Equity Belief Statement

The Stewart County School System believes that all students including minority, economically disadvantaged, ELL and those with special needs, should have equitable opportunities for quality instructional programs related to highly qualified teachers, experience of teachers, and class size.

II. Annual Needs Assessment Including Required Equity Components

Section Rating: Adequate

II.1 Provide a summary of how the needs assessment is conducted.

The Stewart County School System uses a variety of resources and tools to determine the academic, social, emotional, and physical needs of the students. The system looks at academic needs, teacher quality, experience, recruitment, retention, as well as class size and diverse needs of students.

II.2 Identify data sources used

The needs assessment is conducted and includes analyzing data from the following: 1. Stewart County Board of Education Goals - Each year, the Board adopts system goals. Goal four states, Stewart County School System will provide highly qualified personnel that will enhance educational opportunities of its students and support academic achievement. Priorities are set each year by system level employees and the Board of Education. Information is obtained from school level administrators and administrators in each department of the system. 2. School Improvement Plans (SIP) – Each school develops its own SIP based on the needs of the school. Each plan includes a profile and delineates the instructional, personnel, and professional learning needs of the school. 3. Short-Term Action Plans (STAP) – In addition, to the comprehensive school improvement plans, each school develops a Short Term Action Plan every nine weeks. The STAP plan for the Middle and High School are required as part of the DOE contract. The STAP is a written plan that is a result of monthly collaboration of DOE and RESA consultants, central office administrators, principals, and teachers. The STAP is used to identify pressing issues including challenges related to teacher and paraprofessional highly qualified status, teacher training, teacher experience, class size, and recruitment. Goals and strategies that

address the unique challenges are written into the plan. Benchmarks are implemented and measured against the baseline consistently every nine weeks. 4. SACS Accreditation Plan – Every five years, the schools complete the 18 month self study to submit to the Southern Association of Colleges and Schools to be considered for SACS accreditation. In November of 2012 and March of 2013, the schools completed requirements for SACS accreditation. 5. Georgia Professional Standards Commission information – The status of county personnel quality and experience is assessed using HiQ 2 and Equity information provided by the Professional Standards Commission (PSC). Each principal is sent the HiQ and equity report from the Central Office and must sign to confirm the accuracy of the report or make corrections. 6. Indication of Teachers – During January of each year, the Central Office conducts a survey of all administrators, teachers and paraprofessionals to determine which individuals have plans to retire or relocate. This information is vital to the planning process for the next school term. Central Office advertises vacancies on our school system website, RESA website and the Teacher Georgia website. 7. FTE Reports – The planning team analyzes FTE reports to ensure that all class sizes are within the state range. School level FTE reports are compared to determine that all classes are all within the maximum class size. (See Class Size Equity) 8. Central Office (CPI reports) – The Central Office (Superintendent) continually analyzes recruitment/retention efforts, HiQ status of teachers, and diversity of school system personnel. First and foremost the county hires only highly qualified personnel or those that can become eligible for HiQ status via TAPP or another process. Periodically, the Superintendent initiates a Compensation comparison within the RESA area. As a result of the last study in the Spring of 2008, the Board awarded all classified personnel a \$1.00 per hour raise. 9. Student assessment data are used to determine student academic needs. The data are disaggregated to determine which students are not meeting expectations on CRCT, EOCT, GHSGT, and all writing assessments. The test results are disaggregated based on ethnicity, economically disadvantaged and especially for the SWD subgroups to ensure that the needs of all subgroups are served in an equitable manner. 10. Stakeholder Input – See Equity of Stakeholder Involvement 11. County Wide Needs Assessment – See Equity of Stakeholder Involvement (#7)

II.3 Briefly summarize findings for:

a. HiQ status of teachers

HIQ: For the 2012-2013 school year, the planning team found that all teachers were 100% Highly Qualified. However, after review of the data, the number of teachers participating in the TAPP program at the high school level has been identified as an equity issue. The Superintendent and Principals have made a concerted effort to acquire HiQ status for these teachers and will provide funding for their participation in the TAPP program culminating in a clear renewable certificate with HiQ status. There has been substantial improvement in most all areas over the past year. All paraprofessionals are HiQ. The System Administrative team has reviewed the teacher experience data and determined that there

are no inequities among the schools in reference to teacher experience. In addition, the team validated that all experience teachers have received training on meeting the diverse needs of students. However, new teachers will have to be trained on meeting the diverse needs of students. After some discussion, the administrative team has determined that no class size inequity exists. (The inequity that existed at the middle school at the beginning of the 2010-2011 school year has been corrected)

b. HiQ status of paraprofessionals

All paraprofessionals are HiQ.

c. Teacher experience

The System Administrative team has reviewed the teacher experience data and determined that there are no inequities among the schools in reference to teacher experience.

d. Teacher training to meet diverse student needs

In addition, the team validated that all experience teachers have received training on meeting the diverse needs of students. However, new teachers will have to be trained on meeting the diverse needs of students.

e. Class Size

After some discussion, the administrative team has determined that no class size inequity exists. (The inequity that existed at the middle school at the beginning of the 2010-2011 school year has been corrected)

f. Retention

RETENTION: The Stewart County School System seeks to retain highly qualified talent in all positions who will positively contribute to the school system's challenging academic expectations. In the table below the data indicates the most recent continuity average of each school compared to the State average. It can be seen that the elementary and middle schools compare favorably to the State average while the high school has a continuity average .11 below the State. School Continuity Average State Continuity Average Stewart County Elementary .99 .84 Stewart County Middle .83 .83 Stewart-Quitman High .72 .83 Retention of highly qualified teachers has been very good at Stewart County Elementary and Stewart County Middle School and has improved at Stewart County High School.

g. Recruitment

RECRUITMENT: of highly qualified teachers and paraprofessionals in Stewart County Schools has been and continues to be a difficult task, especially for Stewart County High School. However, Stewart County has been able to recruit teachers that are or can become highly qualified teachers in most academic areas. - Data from 2010-2011 PSC HiQ 2 report - Locally compiled data

II.4 List Prioritized Needs

Additionally, after review of the data, the planning team has identified the following as a list of needs for the 2011-2012 school year: • Provide funding for the participation of 2 teachers in the TAPP program. • Improve student achievement in math, reading, language arts, and writing • Provide PL days for faculty and staff members to receive further research based training; particularly in the concepts of frameworks and mode of delivery to further enhance the implementation of the Georgia Performance Standards. • Provide funds to assist teachers in the H1 B VISA process if necessary • Provide funds for retention

bonuses for those teachers who teach in a school that made AYP or demonstrated progress • Provide funds to recruit a Highly Qualified high school science teacher. (Done) • Provide funding for an additional teacher in middle school to reduce class size (Title I) After a thorough review of the list of needs, the administrative team determined that for the 2011-2012 year, the LEA will target, 1) recruiting a highly qualified high school science teacher, 2) the class size inequity of the middle school and, 3) implementing strategies to retain teachers. To that end the administrative team has developed an action plan with strategies to meet the 2011-2012 targeted indicators. • The system will recruit and hire a highly qualified science teacher for the 2011-2012 school term. (done) • The system will use Title I funds to shift a highly qualified teacher to the middle school in order to reduce class size. (done) • To retain teachers, the system will assign veteran mentor teachers and provide TAPP funding for new teachers and will provide stipends for off contract PLU's, coaching, and retention stipends to all teachers. (in progress)

III. Equity of Stakeholder Involvement

Section Rating: Target

III.1 Identify Stakeholder groups (internal and external)

III.2 Describe how internal and external stakeholders are involved in the planning process to:

a. Accomplish annual needs assessment

1. Each school has a School Council consisting of teachers, parents, community members and the school principal. The councils meet four or more times a year to provide input and discuss concerns about the school or the system in general. Minutes are taken and the Council can request to go before the board at any time. 2. Each school has a Parent Teacher Organization (PTO). Each of these parent groups provide a forum for parents to offer input into decisions that the school makes. Parent suggestions are solicited at the meetings. Each parent organization tries to do what is best for the students in the school and often supplies the school with resources beyond what can be provided by the system. 3. Stewart County Schools has a Special Education stakeholders group that meets quarterly to discuss and provide input related to Special Education programs. 4. Stewart County has also established a Family Connection. This group works collaboratively to provide knowledge of existing programs throughout the County. The School System is represented on the Board of Directors and considers input from the collaborative members. 5. Every five years Stewart County Schools has participated in the Southern Association of Colleges and Schools (SACS) accreditation process. During this process, schools develop surveys to provide stakeholders the opportunity to provide input into the School Improvement Reports. Many school improvements have resulted from these studies. 6. For the past 3 years, the system employees have

participated in the Standards Assessment Inventory survey (SAI). The information obtained from this survey is used to identify problematic perceptions and truths within each building. After identification, problems are addressed in both the SIP and STAP. 7. Higher ed. input is gather via surveys.

b. Prioritize needs

Stewart County School System Stakeholders (employees, students, parents, community members, local businesses and higher education partners) have a wide variety of ways to become involved in any system planning processes.

1. Each school has a School Council consisting of teachers, parents, community members and the school principal. The councils meet four or more times a year to provide input and discuss concerns about the school or the system in general. Minutes are taken and the Council can request to go before the board at any time. 2. Each school has a Parent Teacher Organization (PTO). Each of these parent groups provide a forum for parents to offer input into decisions that the school makes. Parent suggestions are solicited at the meetings. Each parent organization tries to do what is best for the students in the school and often supplies the school with resources beyond what can be provided by the system. 3. Stewart County Schools has a Special Education stakeholders group that meets quarterly to discuss and provide input related to Special Education programs. 4. Stewart County has also established a Family Connection. This group works collaboratively to provide knowledge of existing programs throughout the County. The School System is represented on the Board of Directors and considers input from the collaborative members. 5. Every five years Stewart County Schools has participated in the Southern Association of Colleges and Schools (SACS) accreditation process. During this process, schools develop surveys to provide stakeholders the opportunity to provide input into the School Improvement Reports. Many school improvements have resulted from these studies. 6. For the past 3 years, the system employees have participated in the Standards Assessment Inventory survey (SAI). The information obtained from this survey is used to indentify problematic perceptions and truths within each building. After identification, problems are addressed in both the SIP and STAP. 7. Input from our Higher Ed partners will be reviewed to determine our areas of need.

c. Identify actions or strategies contributed to equity plan.

1. Each school has a School Council consisting of teachers, parents, community members and the school principal. The councils meet four or more times a year to provide input and discuss concerns about the school or the system in general. Minutes are taken and the Council can request to go before the board at any time. 2. Each school has a Parent Teacher Organization (PTO). Each of these parent groups provide a forum for parents to offer input into decisions that the school makes. Parent suggestions are solicited at the meetings. Each parent organization tries to do what is best for the students in the school and often supplies the school with resources beyond what can be provided by the system. 3. Stewart County Schools has a Special Education stakeholders group that

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IV. Highly Qualified Teacher Equity

Section Rating: Adequate

IV.1 Provide the teacher HiQ Percentage for the current year ☒ 100%

IV.2 Provide the paraprofessional HiQ Percentage for the current year ☒ 100 %

IV.3 Describe how a remediation plan is developed for non-HiQ teachers, non-HiQ paraprofessionals, and core academic teachers who do not hold a clear renewable certificate.

A written remediation plan will be developed upon hiring for any teachers / paraprofessionals who do not meet highly qualified requirements and/or teachers who hold non-renewable certificates. The principal and teacher/paraprofessional will work to devise the plan in consultation with the Title II Coordinator and the RESA TAPP consultant and or the Special Education Director if appropriate. All parties, including the teacher / paraprofessional will sign the plan. The principal will be the primary monitor of the plan and will be assisted in the monitoring of the plan by the Title II Coordinator and the RESA TAPP consultant and Special Education Director if appropriate. Typical remediation plans include GACE testing, completion of the TAPP, or completion of coursework.

IV.4 Describe the monitoring process to ensure each non-HiQ teacher, non-HiQ paraprofessional, and core academic teacher who does not hold a clear renewable certificate is implementing the

The principal will be the primary monitor of the plan and will be assisted in the monitoring of the plan by the Title II Coordinator and the RESA TAPP consultant and Special Education Director if appropriate. The plan will include actions necessary for the teacher to complete by specified dates. Progress will be determined by a checklist as to whether the teacher/paraprofessional completed the listed actions by the dates specified in the plan on a quarterly basis by the principal. If the plan is not

remediation plan and making progress toward HiQ status or clear renewable certification.

completed in a timely manner, the principal and other monitors will meet with the individual to determine if there were any specific barriers that prohibited the plan completion. If it is determined that specific, uncontrollable barriers came about that prevented the individual from completing the plan then an extension may be granted. However, in cases where individuals failed to complete their plan in a timely manner and no barriers existed then it will be recommended to non renew these individuals.

IV.5 Describe how LEA monitors HiQ assignment of teachers based on student demographics and diverse needs of students.

Staff assignments are made by an administrative team including the principals, academic coaches and the Title II Coordinator (the Superintendent) who work collectively to assign staff to the correct core subject area. Quarterly checks are conducted by the Title II Coordinator to verify staff assignments in schools and to advise Principals and the Director of Special Education of any deviations from the originally approved assignment. If the Title II Coordinator finds that staff assignments have subsequently changed since the original assignment, a meeting will be called to verify the cause of the reassignment and to determine if the new assignment is in compliance with highly qualified and class size requirements. Since the district is diligent in hiring and placement processes, GACE testing will generally rectify any HiQ problems.

IV.6 Describe how Title II-A or other appropriate funds support the remediation of plans.

Not applicable for 2014

V. Teacher Experience and Effectiveness Equity

Section Rating: Target

V.1 Describe how the LEA assesses teacher effectiveness

1. The Stewart County School System commits to ensuring that all students including minority students, students with special needs, or those who are economically disadvantaged are not taught at higher rates than other students by an inexperienced teacher. The overall effectiveness of all teachers is measured using a compilation of data collected using focus walks, formal evaluations, and disaggregation of formal and summative student achievement data. The data is evaluated using school keys effective classroom rubrics to determine the overall effectiveness of each teacher. Plans for the future include the disaggregation of data to determine the “value added” that each teacher provides. 2. As principals interview and hire personnel, they are keenly aware of the needs of their schools as a whole. They consider experience along with other qualities. Inexperienced teachers are given a mentor and are usually on teams that have more experienced teachers.

V.2 Describe how the LEA plans to address any identified inequities in teacher experience

The Superintendent reviews the CPI teacher experience data and PSC equity data to determine the average of teacher experience for each school and compares that data with data related to the number of minority and

across schools and classrooms in the system and within its schools and programs.

economically disadvantaged students in the school. The data is examined to ensure that all students, regardless of SES or minority status, are not taught at a disproportionately higher level with teachers with low experience. Again, the Stewart County “whole group” is 100% economically disadvantaged and over 95% minority. Therefore, presently, there is no inequity due to teacher experience.

V.3 Describe how the LEA plans to address any identified inequities in teacher effectiveness within its schools and programs.

Principals and Coaches evaluate all teachers using a rubric based on a Standards Based classroom. Focus walks, classroom artifacts and formative and summative student achievement data are analyzed on an on-going and annual basis by instructional reading and math coaches and principals. The data for each teacher is scored on a scale from “no evidence” to “highly operational.” Teachers with a “no evidence or needs improvement” scores are given next steps to include a growth plan containing “next steps.” Those teachers are counseled as to the seriousness of the situation, given ample support and professional learning. In cases where the teacher does not meet expectations the System does consider termination.

V.4 Describe the procedure to ensure that no student will receive an inexperienced, ineffective teacher two years in a row.

Formative and summative student achievement data are analyzed on an on-going and annual basis by instructional reading and math coaches and principals to ensure that a student is not assigned to an ineffective teacher two years in a row. The principal in each school is responsible for finalizing class rosters and is ultimately responsible to make sure no child is taught by an ineffective teacher two years in a row. The Stewart County “whole group” is 100% economically disadvantaged and over 95% minority. Therefore, presently, there is no inequity due to teacher experience.

VI. Class Size Equity

Section Rating: Adequate

VI.1 Describe how the LEA plans to address identified inequities in class sizes across schools in the system and within its schools.

The Stewart County School System adheres to the class sizes required by the State of Georgia. 1. During the months of February and March, the Superintendent along with the administrative team determines allotments of teachers for the next school year. The allotments are made with some room for growth so that even with growth, the numbers will be within class size limits. 2. At the beginning of school, the actual class size numbers for all classes are reported to the Central Office during the first two weeks to determine changes that need to be made. If no changes are required then class size numbers are reviewed for all classes during the data collection for FTE in October and March of each year. In addition, class sizes for advanced classes are compared to regular core classes to ensure there is not a discrepancy between the two. 3. Every effort is made not to exceed the class size requirements as specified by the Georgia Department of Education. However, if the class size goes over the maximum during the school year, a waiver is requested. If needed,

teachers are added during the school year to meet maximum class sizes.

VII. Teacher Preparation and Ability to Meet Diverse Needs of Students

Section Rating : Adequate

VII.1 Describe the process the system uses to assess teacher ability to differentiate instruction based on diverse needs of their student population.

The Stewart County School System is sensitive to the needs of diverse learners. Meeting the needs of all students is accomplished in a variety of ways. 1. Each year, teachers in each class of each individual school disaggregate their test data to determine if there are groups of students or individual students who need extra help. Appropriate teaching/learning strategies are used with those students. 2. To ensure that all employees understand how to meet the diverse needs of students, teachers are updated each year, using the text “Understanding Poverty” by author Ruby Payne. 3. To meet the diverse needs of students, the system has prioritized the mode of delivery concept. Teachers and administrators receive on-going professional learning on how to vary their mode of delivery. Administration has developed a rubric that is used by the principals and coaches to monitor mode of delivery in order to ensure that the diverse needs of students are being met. In addition, principals will pilot the use of class keys as an additional tool that will be used in the monitoring process. 4. The Exceptional Children Services department provides professional learning classes related to inclusion and collaboration that teach ways that teachers can provide equitable services to students with physical and cognitive needs. 5. The Stewart County School System has developed a Pyramid of Interventions (based on Response to Intervention – RTI) to respond to learners who are not performing at grade level. As students move up the tiers because of lack of improvement, more intense interventions are provided to help the students meet the rigorous Common Core Georgia Performance Standards (CCGPS).

VIII. Retention of Highly Qualified, Effective Teachers

Section Rating : Adequate

VIII.1 Describe the teacher retention program that includes specific plans for schools and/or programs that have been identified with retention needs.

The Stewart County School System seeks to engage in efforts to retain high quality staff members in a variety of ways: 1. The system commits to retention of staff members that reflect the demographics of the student population and embrace and demonstrate appreciation and value for the various cultures represented among school system personnel. 2. The system assists employees in attaining highly qualified status in a wide array of core content areas when necessary. In addition, the system uses a retention bonus for teachers who are positively contributing to the success of Stewart County Schools and have signed their contract for the next school term. 3. The system assists “home grown” paraprofessionals who make the career choice to become a teacher. The system believes that home grown employees, once trained will provide stability and continuity to the staff. Opportunities are provided in the county allowing teachers to receive advanced degrees or add endorsements to their certificates. Title II

funds have been used to pay teachers for the addition of the reading endorsement to their certificate. 4. Teachers (and other employees) are asked to complete exit interview questions to enhance the system's recruitment and retention efforts and to assess the overall quality of the work culture. 5. The system assigns an experienced veteran mentor teacher to all new teachers as a strategy to improve retention of teachers. Title II funds can be used in part to pay stipends to mentor teachers when requested by principals.

VIII.2 Describe how Title II-A or other appropriate funds are used to support retention efforts.

The Stewart County School System seeks to engage in efforts to retain high quality staff members in a variety of ways: 1. The system commits to retention of staff members that reflect the demographics of the student population and embrace and demonstrate appreciation and value for the various cultures represented among school system personnel. 2. The system assists employees in attaining highly qualified status in a wide array of core content areas when necessary. In addition, the system uses a retention bonus for teachers who are positively contributing to the success of Stewart County Schools and have signed their contract for the next school term. 3. The system assists "home grown" paraprofessionals who make the career choice to become a teacher. The system believes that home grown employees, once trained will provide stability and continuity to the staff. Opportunities are provided in the county allowing teachers to receive advanced degrees or add endorsements to their certificates. Title II funds have been used to pay teachers for the addition of the reading endorsement to their certificate. 4. Teachers (and other employees) are asked to complete exit interview questions to enhance the system's recruitment and retention efforts and to assess the overall quality of the work culture. 5. The system assigns an experienced veteran mentor teacher to all new teachers as a strategy to improve retention of teachers. Title II funds can be used in part to pay stipends to mentor teachers when requested by principals.

XI. Recruitment and Placement of Highly Qualified, Effective Teachers

Section Rating : Adequate

IX.1 Describe how the system plans for recruitment and placement of highly qualified, effective teachers to improve or maintain equivalent teacher experience at all grade levels and all content areas.

The Stewart County School System's recruitment plan has been developed to align with the Mission and Belief Statements expressed by the Board of Education. Key components are included in the school system's Strategic Plan. The Stewart County School System seeks to recruit and place highly qualified teachers and employees in a variety of ways. 1. Signing bonuses have been used to attract math, science, and special education teachers. In addition to signing bonuses, H1-B VISA fees are paid, and TAPP fees are paid by the LEA to Chattahoochee-Flint RESA. For teachers that earn endorsements, a stipend is paid for off contract time. Funds are also used to pay for college course work if it is deemed necessary to improve a teacher's content strength. However, no

funds are used specifically for a teacher to receive an advanced degree. 2. The system has not participated in regional college career fairs on a regular basis. However, plans are being made to participate in more career fairs and to develop system packets that can be used at these events to recruit teachers. 3. The system assists "home grown" paraprofessionals who make the career choice to become a teacher. The system believes that home grown employees, once trained will provide stability and continuity to the staff. Opportunities are provided in the county allowing teachers to pursue advanced degrees or add endorsements to their certificates. 4. Once prospective employees are screened, principals select applicants to interview. The principals determine which highly qualified candidates meet their needs. Unless it is a critical area with few applicants, teachers must have highly qualified status or provide proof that they will be highly qualified before principals can offer teaching positions. 5. Stewart County Schools advertises for highly qualified teachers on the School System, RESA and Teach Georgia websites. Every effort is made to attract highly qualified teachers. Due to the proximity to Alabama, Stewart County has been fortunate to recruit highly qualified retired teachers from out of State.

IX.2 Describe how Title II-A or other appropriate funds are used to support recruitment efforts.

Not applicable for 2014

X. Summary of Impact for the Fiscal year 2013 selected Equity Indicator(s)

X.1 Prepare a brief Summary of Impact that describes the actions taken to reach "target" and the LEA's evidence of success in reaching "target".

The Stewart County School System seeks to engage in efforts to retain high quality staff members in a variety of ways: 1. The system commits to retention of staff members that reflect the demographics of the student population and embrace and demonstrate appreciation and value for the various cultures represented among school system personnel. 2. The system assists employees in attaining highly qualified status in a wide array of core content areas when necessary. In addition, the system uses a retention bonus for teachers who are positively contributing to the success of Stewart County Schools and have signed their contract for the next school term. 3. The system assists "home grown" paraprofessionals who make the career choice to become a teacher. The system believes that home grown employees, once trained will provide stability and continuity to the staff. Opportunities are provided in the county allowing teachers to receive advanced degrees or add endorsements to their certificates. Title II funds have been used to pay teachers for the addition of the reading endorsement to their certificate. 4. Teachers (and other employees) are asked to complete exit interview questions to enhance the system's recruitment and retention efforts and to assess the overall quality of the work culture. 5. The system assigns an experienced veteran mentor teacher to all new teachers as a strategy to improve retention of teachers.

Title II funds can be used in part to pay stipends to mentor teachers when requested by principals.

X.2 Prepare a brief summary describing the LEA's Evidence of Success. What data SUPPORTS THE RATING OF "target"? Or if the LEA did not reach "target," what prevented the LEA from doing so?

The system did not reach target due to significant loss of teachers and leaders at the end of FY13.

XI. Equity Indicator Selected for Fiscal year 2014 Focus

Identify at least one equity indicator that will be a focus for movement to "target"

XI.1.A Equity Indicator 1: Recruitment and placement of highly qualified, effective teachers

XI.1.B Provide a statement identifying the

Actions/Strategies/Interventions or Programs for the selected equity indicator as a focus for next year.

Actions/strategies: 1. The District distributes survey forms in early January of each year to determine the intent of each teacher to remain in current position, ask for relocation within system, resign position or to retire. 2. After this information is tallied and initial openings are identified, the district prepares to attend regional recruiting fairs. 3. In addition, making use of technology, all anticipated jobs are posted to the TeachGeorgia website once the initial openings are identified in order to ensure a sufficient initial pool of candidates. Surrounding colleges are notified by mail of system job postings as well. All certified positions are posted on the TeachGeorgia website, in the schools, and at the Administrative Services Building. 4. The system targets candidates from critical areas which include secondary mathematics, secondary science and special education teachers. However, in addition to targeting critical vacancies, the administrative team, including the Superintendent/Title II-A coordinator, principals and the special education director discuss annually the possible future vacancies based on retirements. 5. The System understands that employing local teachers and training them to be high effective is a cost benefit long term. Therefore, when ever possible, local applicants when possible are preferred over applicants that are not within a reasonable driving distance. Highly effective Para Professionals are encouraged to go back to college and assisted in some situations financially to become teachers in what we call our "Grow your Own" Program. 6. Stewart County Schools has a Memorandum of Understanding with Columbus State University to provide placement for student teachers in schools in Stewart County. 7. Round table discussions are held quarterly. Two of the topics of discussion are the barriers and possible solutions to attracting teachers to the county. 8. An exit form will be developed to survey teachers that have chosen to leave the system. The data will be used to determine why teachers are leaving. Data from the

survey will be discussed with the Administrative Team to determine ways to improve working conditions that might be reason why teachers leave.
 9. Develop brochure outlining the positives to working and living in the county and distribute to parents, community persons, and potential teachers.

XI.2.A Equity Indicator 2: Not Included

XII.Prioritized Needs and Impact of Spending for Fiscal year 2012 Focus

XII.1.A What were your prioritized needs in fiscal year 2012 (July 1, 2011 through September 30, 2012)?

1. **Recruitment**
2. **Retention**
3. **Professional Learning for Teachers**
4. **Assessing Teacher Effectiveness**
5. **Needs Assessment**

XII.2.A In reflecting on the previous year, what are the most substantive changes your district plans to make to your Title II-A program in the coming year?

Recruit Highly qualified teachers.

XII.3.A How did you spend your Title II-A dollars in Fiscal year 2012?

Impact	Rating	Student Learning	Demographic	Perception	Process
Needs Assessment	Good	Yes	No	No	Yes
Stakeholder Involvement	Average	Yes	No	No	Yes
Highly Qualified Status	Excellent	Yes	No	No	Yes
Assessing Teacher Effectiveness	Good	Yes	No	No	Yes

Assessing Leader Effectiveness	Good	Yes	No	No	Yes
Class Size Reduction	Good	Yes	No	No	Yes
Professional Learning for Teachers	Good	Yes	No	No	Yes
Professional Learning for Leaders	Good	Yes	No	No	Yes
Retention	Fair	Yes	No	No	Yes
Recruitment	Fair	Yes	No	No	Yes

XII.4.A Professional Learning for Teachers and/or Leaders – Topics Addressed

a. Common Core Implementation

b. Data-Driven Instruction

XII.5.A Professional Learning Delivery Models

a. Job-Embedded Professional Learning (Professional Learning Communities, Coaching, Action Research, Looking at Student Work, Book Study)

b. Faculty Meeting

c. Cohort

XII.6.A What professional learning model provided in Fiscal year 2012 had the greatest impact on your district's goals?

Job-Embedded Professional Learning

XII.7.A How does your district assess how professional learning is positively impacting teacher and/or leader behavior?

Review of student data to measure impact of professional learning, retention of teachers/leaders, teacher/leader input during professional learning, observed changes in teacher/leader behavior based on

professional learning provided

XII.8.A How does your district assess how professional learning is positively impacting student achievement?

Review of student data including assessment, attendance, discipline records, to measure impact of professional learning

XII.9.A How have these experiences helped to combat inequities within your district's schools and your district?

Planning for professional learning based on review of student, teacher and leader data helps to reduce inequities identified.