

Comprehensive Needs Assessment 2021 - 2022 District Report



Dade County

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Josh Ingle
Multiple Program(s)	Federal Programs Director	Cynthia Daniels
Multiple Program(s)	Curriculum Director	Patti Johnson
Multiple Program(s)	School Leader (#1)	Michelle Beeler
Multiple Program(s)	School Leader (#2)	Tracy Blevins
Multiple Program(s)	Teacher Representative (#1)	Darlene Rogers
Multiple Program(s)	Teacher Representative (#2)	Lisa Bell
McKinney-Vento Homeless	Homeless Liaison	Kristin Barrett
Neglected and Delinquent	N&D Coordinator	Cynthia Daniels
Rural	REAP Coordinator	Cynthia Daniels - No Title V Funds
Special Education	Special Education Director	Susan Reyes
Title I, Part A	Title I, Part A Director	Cynthia Daniels
Title I, Part A	Family Engagement Coordinator	Kristin Barrett and/or Deidre Stewart
Title I, Part A - Foster Care	Foster Care Point of Contact	Kristin Barrett
Title II, Part A	Title II, Part A Coordinator	Cynthia Daniels
Title III	Title III Director	Cynthia Daniels
Title IV, Part A	Title IV, Part A Director	Cynthia Daniels
Title I, Part C	Migrant Coordinator	Cynthia Daniels

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant superintendent	N/A
Multiple Program(s)	Testing director	Patti Johnson
Multiple Program(s)	Finance director	Paula Stallings
Multiple Program(s)	Other federal programs coordinators	Susan Reyes
Multiple Program(s)	CTAE coordinator	Pam Barton
Multiple Program(s)	Student support personnel	Lamerle Howard

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal representatives	James Fahrney, Tracy Blevins, Charity Barton, Michelle Doane-Beeler
Multiple Program(s)	High school counselor / academic counselor	James Emmett
Multiple Program(s)	Early childhood or Head Start coordinator	Lisa Rice
Multiple Program(s)	Teacher representatives	N/A
Multiple Program(s)	ESOL teacher	N/A
Multiple Program(s)	Local school governance team representative (charter systems only)	N/A
21st CCLC	21st CCLC program director	N/A
21st CCLC	21st CCLC site coordinator or data specialist	N/A
Migrant	Preschool teacher	N/A
Special Education	Student success coach (SSIP)	Susan Reyes
Title II, Part A	Human resources director	Judy Walden
Title II, Part A	Principal supervisors	Josh Ingle
Title II, Part A	Professional learning coordinators	Patti Johnson
Title II, Part A	Bilingual parent liaisons	Phillip Bell
Title II, Part A	Professional organizations	Leigh Ann Beesley
Title II, Part A	Civil rights organizations	N/A
Title II, Part A	Board of education members	Carolyn Bradford, Chair, Johnny Warren; Jennifer Hartline; Jayne Griffin; Daniel Case
Title II, Part A	Local elected/government officials	Ted Rumley, County Executive; Robert Goff, Commissioner; Alex Case, Mayor
Title II, Part A	The general public	Member(s) of Media / Local Agencies or Organizations
Title III	Refugee support service staff	N/A
Title III	Community adult ESOL providers	N/A
Title III	Representatives from businesses employing non-English speakers	N/A
Title IV, Part A	Media specialists/librarians	Stephanie Durham
Title IV, Part A	Technology experts	Chris Greene, Bill Bankson, Tanner Bradford
Title IV, Part A	Faith-based community leaders	Hutch Garmany, Eddie Cantrell, Randy Tinker

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Student Government / Class Officers or Advisory Leaders
Multiple Program(s)	Private School Officials	No Participation
Migrant	Out-of-School Youth and/or Drop-outs	N/A
Title I, Part A	Parent Representatives of Title I Students	Martha Baker
Title I, Part A - Foster Care	Local DFCS Contacts	Kathy Johnson
Title II, Part A	Principals	Michelle Beeler
Title II, Part A	Teachers	Jeff Scott
Title II, Part A	Paraprofessionals	Lisa Reid or Karen Johnson
Title II, Part A	Specialized Instructional Support Personnel	Lisa Bell
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Don Marlett - Learning Focused Schools
Title I, Part A	Parents of English Learners	Kay Johnson

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA personnel	Brian Otott
Multiple Program(s)	Technical, college, or university personnel	Stuart Phillips, Elaine Tinholt, Allison Henderson
Multiple Program(s)	Parent advisory council members, school council parents, Parent- Teacher Association or Parent- Teacher Organization members	School Council Representatives or PTO Officers
21st CCLC	21st CCLC advisory council members	N/A
Migrant	Local Head Start representatives (regular and/or migrant Head Start agencies)	Lisa Rice
Migrant	Migrant PAC Members	N/A
Migrant	Local farmer, grower, or employer	Andy MacDonald

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Family connection representatives	Martha Baker
Migrant	Local migrant workers or migrant community leaders	Georgina TInker
Migrant	Farm worker health personnel	N/A
Migrant	Food bank representatives	School Counselors
Migrant	Boys and Girls Club representatives	N/A
Migrant	Local health department representatives	Tammy Franklin
Migrant	ABAC MEP consortium staff	N/A
Migrant	Migrant high school equivalence program / GED representatives	James Fahrney
Migrant	College assistance migrant programs	N/A
Neglected and Delinquent	Residential facility(ies) director(s)	N/A
Special Education	Parents of a student with disabilities	Deidre Stewart
Special Education	Parent Mentors	N/A
Title II, Part A	School council members	Local School Council Reps.

<p>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</p>	<p>Communication with our community is one of the top priorities for Dade County Schools (DCS). In order to ensure that all aspects of our community were represented, our administrative team worked with their leadership teams to identify the different groups that make up our community and who play a role in the lives of our students and families in any way. Stakeholders are representative of existing and newly established partnerships. While our community is not extremely diverse in its ethnic demographic (94% white), DCS works collaboratively with all stakeholders/partners in an effort to meet the academic, social, emotional, and health needs of our students. Members of our support groups are from varied backgrounds all with a focus on student achievement and community improvement. The areas of support selected for input included teachers, parents, students, administrative staff, instructional staff, school council members, instructional support staff, and members from the greater community that include, but not limited to: health officials, DFCS (Department of Family and Children Services) representatives, criminal justice officials, local elected officials, local pastors, business owners/professionals, higher education officials, PTO officers, parent and family engagement coordinator, the Dade County Chamber of Commerce representatives(Alliance For Dade), Family Connection director, school board members, civic club members, and others. This group is representative of those serving or living in our small, rural community and the different perspectives they provide in planning.</p>
---	---

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?

All stakeholders were given copies of the partially completed CNA to review prior to team meetings. During the team meetings all stakeholders were encouraged to provide feedback and suggest revisions to the CNA. Feedback will be solicited from all stakeholders throughout the CNA completion process.

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.	2.5
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.	2.25
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.	2.62
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

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.	2.23
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.	2.39
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	
4.Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.29
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.	2.24
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.	2.21
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.	2.31
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

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.	2.5
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.	2.38
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.	2.25

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.	2.62
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.5
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.	2.25
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.	2.62
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.38
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

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.	2.57
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

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.	2.62
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.5
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.	2.25
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.	2.62
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.38
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

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.	2.53
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.	2.57
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.36
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

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.	2.38
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.38
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

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.	2.36
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

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.	2.5
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.	2.38
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.	2.25
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.	2.62
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.5
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.	2.25
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.	2.62
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.38
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

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.	2.53
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.	2.23
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.	2.39
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.29
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.	2.24
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.	2.21
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.64
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.	2.31
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.	2.57
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.36
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, blying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>The most recent School Climate Star Rating results were used to analyze the student, teacher, and parent perceptions of each school's climate. The School Climate Star Rating utilized data from the Georgia Student Health Survey 2.0 (2019), the Georgia School Personnel Survey, and the Georgia Parent Survey, as well as, student discipline data and attendance records for students, teachers, staff, and administrators. To further analyze parent perception data, Title I Surveys were completed by parents, community members, teachers, paraprofessionals, administrators, and students throughout the year on various aspects of district and school performance. These surveys were utilized to identify strengths and weaknesses of the school's climate and educational plan. Professional Development surveys of educators within the Dade County School District were also used to analyze teachers' perceptions of the effectiveness and relative nature of professional learning opportunities provided, as well as, addressing Professional Learning Goals and plans for teachers, leaders, and contributing professionals. In addition, new educators and their mentors were surveyed in order to evaluate the effectiveness of the current Dade County Mentoring Program.</p>
---	---

<p>What does the perception data tell you? (perception data can describe people’s knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question “What do people think they know, believe, or can do?”)</p>	<p>Results from Climate Surveys regarding Communication between District/School and Stakeholders show that 39.18% strongly agree that the District and Schools are doing all they can to communicate with all stakeholders, 41.03% somewhat agree that the District and Schools are doing all they can to communicate with all stakeholders. 15.57% somewhat disagree that the District and Schools are doing all they can to communicate with all stakeholders. 4.21% strongly disagree that the District and Schools are doing all they can to communicate with all stakeholders. If both categories of agree are combined, they do exceed the disagree 80.21% to 19.78%. By comments shared by some respondents to the surveys, it appears that there are still some concerns with individual teachers communicating with parents.</p> <p>Results of surveys regarding the Culture of Dade County Schools being productive to student achievement show that at Dade Elementary School 48% of those responding strongly agree that the culture is one that is productive for student achievement, 46% somewhat agree, and 6% somewhat disagree. At Davis Elementary School 80.5% of those responding strongly agree that the culture is one that is productive for student achievement, 6.5% somewhat agree, and 13% somewhat disagree. t Dade Middle School 11.1% of those responding strongly agree that the culture is one that is productive for student achievement, 72.2% somewhat agree, and 16.6% somewhat disagree. t Dade County High School 14% of those responding strongly agree that the culture is one that is productive for student achievement, 70% somewhat agree, and 16% somewhat disagree. In all schools, when the two categories of agree are</p>
---	---

combined they do exceed the disagree.

Student surveys that accompanied the Child Safety, Teen Safety and Child Help Speak Up Curriculum that was used with all students K-9th grade in Dade County Schools showed that our students grew in their knowledge of strategies they can use to prevent, recognize and respond appropriately to bullying, cyberbullying, and all types of abuse and digital abuse dangers. In our Elementary Schools our kindergarten students showed a 40% growth in their knowledge, first graders showed 48.5% growth, second graders showed 47% growth, third graders showed 48.5% growth, fourth graders showed 40% growth, 5th graders showed 40.5% growth. In our Middle School our 6th graders showed 25% growth, seventh graders showed 12% growth and 8th graders showed 25% growth. Our 9th graders at Dade County High School showed 12% growth.

Results of parent surveys regarding questions about how well Dade County Schools prepares students academically showed 75.57% agree that their students are adequately academically prepared, while 25.43% disagree.

Parent survey results from questions concerning Parent and Family Engagement (P&FE) show 81.93% they have participated in Parent and Family Engagement functions, activities and planning events, while 18.15% state they have not participated in any Parent and Family Engagement functions, activities or planning events. Parent and Teacher Conferences was the one activity that showed 100% of respondents attended with planning events for the development of school-parent compacts being the second highest attended. From the responses, it appears that more work needs to be done to get participation on School Title I programs, School Parent Advisory Council, and Development of School and District P&FE plans. Parents responded that family schedule (56.8%) and Time of Events (35.1%) are the two major reasons parents are unable to participate in school functions, activities and planning events. Other responses from the survey show that the majority of respondents would like to see Parent and Family Engagement funds used to fund technology resources at the school to support P&FE (48.7%). The second use would be to provide academic materials for parents and family members to use with their students in the home.

The survey of new educators and their mentors show an overall high benefit for all involved. Mentors gained valuable information throughout the process on how they could lead successfully through communication and organization. Mentors also found that building relationships and being an emotional support for their protégés; were key elements to the success of the program. New educators overwhelmingly felt that their mentor provide sufficient guidance and feedback to assist them through their year. All surveyed felt as though the mentoring program should continue in Dade County Schools.

<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>The process data consists of data gathered from the Comprehensive Needs Assessment among each school's, curriculum and instructional materials, time and consistency of instructional planning among grade levels, academic interventions available to students, and professional learning practices.</p>
---	--

<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")</p>	<p>Overall, Dade County Schools is demonstrating academic gains by establishing assessment practices that focuses on individualized student learning. These diagnostic assessment practices yield student growth data that helps inform curriculum and instructional planning particularly in the areas of English / Language Arts and Mathematics. The universal screening tools and diagnostic assessment results allow teachers to develop needs-based interventions to focus on closing achievement gaps. The diagnostic assessments are administered periodically throughout the year measure academic progress toward individualized learning goals. Academic interventions in our schools include Reading Eggs and Sonday System I and II for reading support, GA Numeracy Project and Math Seeds for mathematical support. Vertical data teams have assisted teachers in identifying student learning needs, targeting instructional strategies to be used, and determining interventions to be implemented with struggling students. Professional learning opportunities have also enabled teachers to grow professionally by establishing goals aligned with the district and school improvement plans in addition to TKES/LKES. Furthermore, teachers have been offered opportunities to refine their craft utilizing best teaching practices developed through PLCs.</p> <p>A district-wide framework (Learning Focused Schools / LFS) serves as the catalyst of driving continuous improvement efforts. This model promotes standards-based teaching and learning and will support consistency of expectations throughout the district by aligning curriculum documents to state standards. Since implementation of the LFS framework, the Dade County School District has observed preliminary gains in the content areas of mathematics and science and will continue working on the work in English / Language Arts and Social Studies.</p> <p>As a part of the MTSS Cohort III, Dade County school teams will incorporate the processes and framework to improve student academic and behaviors within our schools. The self-assessment process has indicated specific needs for each school and a plan for integrating instruction and intervention has been developed for our students. The system's focus going forward will be on prevention and using evidence-based practices to make decisions that support the unique needs of all children in our schools.</p> <p>Learning loss, social/emotional issues and increased attendance issues due to the recent pandemic will be high priority over the next few years. Our team will begin addressing these situations during the summer of 2021 and continue through interventions during the school year. Extended time before and after school, intervention programs, and summer programs will allow our educators to focus on student needs.</p>
---	---

<p>What achievement data did you use?</p>	<p>Achievement data used during the collection process was i-Ready data in grades K -5 and MAP results for grades 1 and 2. The 2020-21 Milestones results were also used to determine needs.</p>
---	--

<p>What does your achievement data tell you?</p>	<p>With 20% of Dade County students learning through a virtual platform and not participating in our assessment windows, this year's data is not a complete picture. While we were able to assess the majority of our students, the learning loss due to quarantines and sickness are evident in all data forms. In all assessments, the data shows a significant difference in student achievement between ELA and mathematics. At all levels, grades 3-11, ELA percentiles were lower than previous years and indicate that our district has well below 50% of our student population reading under the proficiency measure on GA Milestones. In mathematics on GA Milestones, all grade levels in the district performed above the 50% percentile with the exception of Alg. I at the high school level. This trend is further evidenced in grades one and two on the MAP assessment. The district average for proficiency in ELA for those grades showed only 25.2% of our students reading on grade level or above. However, the MAP assessment shows students in these grades levels have more than 57.4% proficiency in mathematics.</p>
--	---

<p>What demographic data did you use?</p>	<p>Racial/Ethnic Subgroup, Other Subgroups (e.g. ED, EL, Homeless,) Special Education, Economically Disadvantaged, Program Enrollment (e.g. EIP, Remedial, CTAE, Gifted), FTE, Attendance.</p>
---	--

<p>What does the demographic data tell you?</p>	<p>The Dade County School District has a total student population of 2,100 students. Of the total enrollment, the racial / ethnic subgroup consisted of: White – 93.9%, Hispanic 2.3%, Multi-racial 2.0%, Asian / Pacific Islander and Black both are 0.7%, and American Indian / Alaskan Native – 0.3%. Of the student population district-wide, the following subgroups included: Economically Disadvantaged – 59.2%, Students with Disabilities – 18%, and English Language Learner – 0.8%. Over half of the students attending Dade County Schools live in poverty with the largest percentage of students attending Davis Elementary at 67.9%. The percentage of Economically Disadvantaged students attending Dade Elementary is 59.6% and Dade Middle School is 60.6%. The school district currently has a total of 18% of students identified as Students With Disabilities which is 5% above the state average (15%) as measured by the 2018 CCRPI report. Furthermore, less than 10% of the student population district-wide is classified as gifted. Our teachers, leaders, and other stakeholders recognize that literacy and numeracy are significant areas of deficiency for many of our students, especially those classified as economically disadvantaged. The additional learning loss can be attributed to absences associated with the pandemic, quarantines and sickness. The Dade County School District will continue to promote the importance of reading at all levels. We will continue to partner</p>
---	--

	<p>with the Dade County Public Library and other community agencies to encourage reading outside of school to promote literacy skills. In addition, we will continue to support these initiatives through Parent and Family Engagement Activities.</p>
--	--

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 overall rating for this area is operational. The district has, and will continue to, support implementation of the LFS framework. The next step in our progression will see additional support for curriculum design elements across all schools and at all levels through an intense standard mapping process. District level focus-walks will resume to establish expectations and promote a culture where research-based best practices are pervasive throughout the district. The district will continue to support vertical collaboration between grade levels and schools which will create smoother transitions for our students. Additional focus needs to be placed on identifying and supporting the implementation of the most effective programs and strategies from the district level. This focus will begin to take shape in the coming years as we establish our MTSS processes with universal screening tools and interventions in the areas of reading and math. TKES data indicate that there is a relative weakness in assessment uses. The next phase of LFS and MTSS training will address this area of need. Furthermore, teachers and leaders at the early elementary grade levels will participate in professional development designed to increase literacy rates. The Orton Gillingham Training will leverage support on the implementation of a reading intervention program, The Soliday System. Additional interventionist at the elementary level to support reading and mathematics will ensure student academic needs are met.</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>The overall rating for this area is operational. The leadership team has established groundwork for PBIS and the LFS framework over the past few years and will continue the momentum in those initiatives. Currently, lead teachers and administrators are completing an intense year-long MTSS self evaluation and planning for a new school year. The work until this point has been a comprehensive look at district and school essential components including assessments, data-based decisions, multi-level instruction/prevention in Tier I, II and III, infrastructure, fidelity and evaluation. Teams have reviewed educational practices, sought supporting evidence and formulated next steps in order to support the needs of all stakeholders.</p> <p>Leadership teams are strong at each school and will continue to meet on a regular basis. Northwest GA RESA members will be present in our schools</p>
---	---

Strengths and Challenges Based on Trends and Patterns

	<p>during the coming year supporting teachers and leaders in the area of reading and assessment.</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>The overall rating for professional capacity is operational. The stakeholders noted strengths within implementing and monitoring professional capacity. Our leaders and teachers excel in fostering success of students through demonstrating, engaging, and contributing to professional development. Our leaders made Learning-Focused Schools instructional model a system-wide priority during the 2018-2019 school year and that work is ongoing. Also, many of our teachers took the guidance of our leaders and continued their learning in the Gifted Education field. Two of our system's middle school teachers became Google certified instructors and will now be leading professional development for our district. Additional members of our administrative staff have begun working towards Google certification as well. While our our engagement in the area of professional capacity was a strength, the assessment of professional learning on staff practices or student learning was identified as an area of weakness among stakeholders. Teacher and Leader Keys noted that both teachers and leaders need to communicate and collaborate more effectively with stakeholders. It is now our duty to disseminate our progress to all stakeholders in the area of professional capacity.</p>
<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>While the team's overall rating in this area was operational for all standards, Leader Keys Effectiveness standards show a need to explore ways to communicate more effectively with stakeholders. The team feels that expectations are established, communicated, and open to stakeholder feedback throughout the district. In order for these standards to be rated exemplary, the team must look for ways to engage more community support and provide opportunities for community members to take leadership roles to provide feedback to the district.</p> <p>During the pandemic, all stakeholders depended upon online platforms in order to be engaged with one another. Though this was a complicated time for our school system, we do see where it can open the doors for better communication practices from all parties.</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>It is observed by the team that the strengths of our school system include climate and professionalism. Teachers and administrators maintain a safe and orderly environment that promotes academics at all levels. Standards and ethics are evident and educators participate in on-going teacher/leader development to enhance the overall school experience for students. An area of concern shown in the analysis was in assessment use. While district leaders and school administrators gather and analyze data to share with teachers, it is imperative that our teachers use this data to measure student progress and</p>

Strengths and Challenges Based on Trends and Patterns

	<p>adapt instructional practices to meet the needs of all students. Going forward, our school system will be implementing MAP assessments in all grades K-eight. This assessment data will provide rich data on student, teacher and school needs in the areas of reading and mathematics and will assist in guiding our teams with vital academic information needed to improve the academic process. Throughout the process, the system will seek guidance from our local RESA in analyzing the data and improving instruction.</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>Demographic and financial trend data needs indicate the following:</p> <ul style="list-style-type: none"> ● Professional learning on promoting literacy across the curriculum ● Professional learning on teaching children of poverty ● Instructional Coaches / Intervention Specialists to focus on closing achievement gaps of Economically Disadvantaged and Students With Disabilities ● Supporting a learning environment that promotes a positive, nurturing climate ● Providing family engagement opportunities for all socio-economic groups ● Networking with community agencies for all socio-economic groups ● Building professional capacity among teachers and leaders ● Professional Learning on Multi-Tiered Systems of Support (MTSS) & Response To Intervention (RTI)
---	---

<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>Student achievement trends and patterns observed while completing this section is a one of learning loss. Because of the significant learning loss, the system has planned to place additional interventionists at both elementary schools. These interventionists will work directly with students in the areas of reading and mathematics in order to fill the gaps created by the Covid pandemic, virtual schooling, attendance issues, and other factors.</p> <p>It is evident that there is a need going forward to use assessment data to create paths to personalized learning for students. Our system has adopted MAP as our universal screener in the areas of reading and mathematics and will use the information from data to create personalized plans for students. Teachers and interventionists will work hand-in-hand to target those students with the greatest learning loss for intense instruction and intervention.</p> <p>The Dade County School System has continued Learning Focused School (LFS) implementation across the district. This framework serves as the catalyst for curriculum instruction, planning, and assessment. As the district prepares to return to a 100% traditional school model after the pandemic, continued professional learning will be essential to continuing building teacher and leader capacity. The professional growth through LFS instructional strategies will focus on areas of academic loss and building rigor into our instruction.</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.

<p>Strengths</p>	<p>Special Education teachers participate in collaborative planning meetings with grade level / general education teams. Special education teachers participate in professional development opportunities and activities along with the general education teachers. Special education teachers attend their monthly meetings which are led by the special education lead teacher of the specific school.</p> <p>The Dade County Special Education Department has an online manual that was developed by the District Special Education Leadership Team with input from all special education teachers. It is monitored by the District Special Education Leadership Team for needed revisions.</p> <p>Dade County uses the Georgia Online Individual Educational Plan (GOIEP) program for the development of all eligibilities, redeterminations/re-evaluations, and individual education plans. This program monitors event timeline compliance for eligibility and IEP development.</p> <p>Newly hired special Education teachers receive training in Due Process procedures. The new special education teachers are also trained using the five state IEP development modules and are encouraged to access this information for future reference. To support new teacher induction, the new special education teachers, are paired with veteran teachers.</p> <p>Graduation rate and post-secondary outcomes is a priority for the special education students. Dade County High School and Dade Middle School have operational Practical Assessment Exploration System (PAES) labs. Beginning 2019 – 2020, an additional PAES lab will be installed at Dade Elementary School and teachers at all levels will receive additional training and support.</p> <p>Dade County High School functional program teachers coordinate with Georgia Vocational Rehabilitation and Kaleidoscope along with the Dade County Board of Education to provide work opportunities for students with disabilities. Dade County High School Students With Disabilities who are currently enrolled in eleventh and/or twelfth grade, along with their parents, attend orientation at Cave Springs Center. In addition, eleventh and twelfth are referred to Georgia Vocational Rehabilitation agencies for post-secondary services. Parents and students are provided information and encouraged to attend transitional opportunities hosted by several NW GA districts.</p> <p>Dade County Schools also has a peer mentor program Project Christopher. The purpose of this activity or project is to pair typically developing students to students with disabilities.</p> <p>The executive assistant to the Superintendent of Dade County Schools is an active participant on the board of Family First which is a group of Dade County organizations and individuals who provide needs-based resources to students and families.</p> <p>Dade County has implement the ASPIRE initiative for Students With</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.

	Disabilities. ASPIRE is a student-led IEP process.
--	--

Challenges	The percentage of students in Dade County that are identified as Students With Disabilities is over the state average. Dade County has not been found to be disproportionate in identification in any eligibility area, but the district remains above the state average in Other Health Impaired and Significantly Developmentally Delayed. Georgia Milestones scores show that a priority focus needs to be moving students from beginning level to developing and beyond in all subject areas.
-------------------	---

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<ul style="list-style-type: none"> ● Instructional improvement in classroom instruction is assessed and led by instructional leaders which includes principals, assistant principals, lead teachers, and instructional coaches ● Dade County Schools has academic / instructional coaches at Davis and Dade Elementary in addition to Dade Middle School ● One Assistant Principal at Dade County High School serves as the lead Academic Coach in addition to administrative duties ● The two elementary schools both operate a school-wide program and supportive instruction is facilitated utilizing the Reduced Size Class (RSC) model ● Effective teaching, support, and administrative staffs for DCS have consistently remained a strength overall. The professional goal setting in the TKES / LKES process is utilized to produce effective teaching practices. ● The majority of the Title I program among DCS supports personnel at the elementary schools providing Academic / Instructional Coaches and RCS teachers ● DCS plans each fiscal year using the zero-based budgeting process and through multiple data sources, supports effective instruction by reducing class sizes in the elementary grade levels
------------------	--

Title I - Part A - Improving Academic Achievement of Disadvantaged

Challenges	<ul style="list-style-type: none"> ● Students entering the DCS come from generations of low, socio-economic backgrounds ● Closing the achievement gap for the economically disadvantaged students is a great need for the students of Dade County ● A lack of local industry coupled with the geographic location of Dade County sometimes prevents students from being exposed to academic enrichment opportunities ● Parent and Family Engagement participation is limited due to the value or lack thereof on education ● The percent of students identified as SWD in addition to the growing numbers of Economically Disadvantaged students is creating a need to focus on closing the achievement gap
-------------------	--

Title I, Part A - Foster Care

Strengths	<ul style="list-style-type: none"> ● Collaboration with local agencies within our school community is strength of Dade County Schools. Due to the strong relationships among these agencies, Dade County DFACS assists the school system in appropriate placement for foster children ● Lookout Mountain Community Services and/or Georgia HOPE provides needs based services for students in foster care ● The DCS enrollment procedures enables the school system to quickly identify students place in foster care for quick enrollment ● School counselors serve as "first responders" to students in foster care working to help identify and meet their needs
------------------	---

Challenges	<ul style="list-style-type: none"> ● Identification of foster care children five years of age and younger when they did not participate in the Babies Can't Wait program ● Foster care parents choosing to homeschool students placed in foster care ● Students being raised by grandparents or other extended family members often creates a situation in which a child is placed into foster care ● Limited number of qualified families in the community eligible to host foster children ● Although Dade County Schools has a foster care transportation plan, the placement of children in neighboring counties can create hardships due to geographic location and travel distance / time
-------------------	--

Title I, Part A - Parent and Family Engagement

Strengths	<ul style="list-style-type: none"> ● Parent & Family Engagement has greater participation at the elementary schools as compared to the middle and high school ● Relationships the Special Education Teachers have established with parents to involve them in the development of the IEP process ● Different methods of communication strategies used at the school level has increased school to parent communication ● Climate survey data yields positive feedback from parents at the elementary schools ● School councils are established at all four schools ● District-wide social worker is able to serve as a liaison between the school and the family to help communicate needs ● Functional PTO at the two elementary schools has leveraged support for Parent & Family Engagement opportunities
------------------	---

Challenges	<ul style="list-style-type: none"> ● Increasing parent engagement beyond extra-curricular activities across the school district is a consistent challenge ● Parent participation in parent / teacher conferences is significantly better at the elementary school compared to the middle and high school ● Parent & Family Engagement opportunities are strategically scheduled throughout the year to encourage participation, but it continues to be limited ● Using innovative strategies to promote Parent & Family Engagement Activities is a need
-------------------	---

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

Strengths	<p>The Dade County School District monitors enrollment procedures in an effort to identify the possibility of migratory children. The Georgia Department of Education's Occupational Survey is sent home annually for current students, and for new students, those surveys are captured through a centralized enrollment process. Our school counselors also work closely with school administrators and teachers to identify any students who may be migratory.</p>
------------------	---

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

Challenges	Currently, Dade County schools have no Migrant Children enrolled; however we will continue to educate our stakeholders and community members to assist the school district in the potential identification of migratory children.
------------	---

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

Strengths	There are currently no neglected or delinquent children institutions located in the district and/or within the attendance zone. The school has a strong partnership with the Department of Family and Children Services to identify needs on neglected students within our community, especially those within foster care.
-----------	--

Challenges	There are currently no neglected or delinquent facilities located within the attendance zones of the Dade County School district. We will continue to build staff capacity of foster children and encourage district staff members to consider foster possibilities.
------------	--

Title II, Part A - Supporting Effective Instruction

Strengths	<ul style="list-style-type: none"> ● DCS provides extensive support and professional growth opportunities for teachers and leaders to enhance their craft ● New teachers are paired with a mentor for the induction and mentoring process ● Mentors are provided with a stipend as they help guide and assist their mentee through the induction process ● DCS provided support for district-wide professional development (Train the Trainer) on Learning Focused Schools (LFS) instructional framework ● Teachers and support staff are provided with opportunities to participate in Professional Learning Communities (PLC's) within their schools ● District level staff provide support, guidance, and participate in job-embedded professional learning opportunities within the schools
-----------	---

Title II, Part A - Supporting Effective Instruction

Challenges	<ul style="list-style-type: none"> ● Only one district-level administrator is part of the NWGA P-20 Collaborative ● Recruiting & retaining teachers at ALL levels – elementary schools have remained consistent ● The turnover rate at the middle / high school level has increase the last few years ● Geographic location serves as a barrier when recruiting teachers across the state line to Georgia ● Only one GA College / University located in close proximity to Dade County, GA ● Assessment of professional learning on implementation ● Lack of professional learning opportunities when teaching students at different levels from a diverse socio-economic background
-------------------	---

Language Instruction for English Learners and Immigrant Students

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

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

Strengths	<p>Strengths:</p> <ul style="list-style-type: none"> ● According to ACCESS data, four students were exited from the program and were placed in monitoring for the 2021-22 school year. ● ACCESS data also indicates that with the exception of the students who recently entered the United States, the students are in the high end of the Developing Level or the Reaching Level of English Proficiency. ● Forty percent of the students in grades 3-8 scored in the Proficient learner or Distinguished learner level in ELA. ● Report cards grades indicate that all students at all grade levels are passing grade level content at an acceptable level. ● Dade County has many parents who adopt disabled children from other countries. The children are immersed in English at home, as well as receiving services at school. ● As previously reported, 10 of the 17 EL students were served in the ESOL program. These remaining 7 were not served due to parent waivers or receiving services via IEP as a SWD. ● Native Spanish speakers on staff as ELA and Spanish teachers who serve students in conjunction with ESOL teachers; These speakers also assist the schools in communicating with parents.
------------------	---

Language Instruction for English Learners and Immigrant Students

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

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

	<ul style="list-style-type: none"> ● Parents of students prefer materials in English, as they want to learn the language to communicate with their children and community members in English. ● ESOL teachers meet with parents throughout the year to discuss progress. ● Parents attend conferences with teachers and other school events at all grade levels. ● There exists an ESOL file for each student; all student files are updated regularly. ● Grade level data indicates that the greatest number of students are in the early elementary grades, with students exiting in the upper elementary grades prior to entering middle or high school.
--	--

<p>Challenges</p>	<p>Challenges</p> <ul style="list-style-type: none"> ● There are many families who are bi-lingual, thus the young children are learning two languages at a time; parents feel that their child does not need language services and often refuse the services. ● Need for additional ESOL teachers at the high school level to better schedule for student services during the school day. ● Writing appears to be the area of greatest concern on ACCESS scores, as well as on report card data. ● Test administrator observations indicate that many of the students perform poorly on the speaking portion of the ACCESS test and report that they are shy and don't want to speak in the microphone to be recorded. ● Students who enter the US after grade three spend longer in the ESOL program as opposed to those who enter in PK or K. ● Professional development in the middle and high school areas specifically focusing on how to teach early/beginning literacy skills and incorporate that into grade level content. ● Providing parent workshops or training is difficult to schedule due to parent work schedules.
--------------------------	--

Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	<ul style="list-style-type: none"> ● The DCS enrollment procedures provide opportunities for the quick identification process of homeless students ● School counselors are quick to identify homeless students and are able to help communicate the needs of specific students ● District-wide social worker is able to serve as a liaison between the school and the family to help communicate needs ● Community stakeholders are available to assist homeless students with needs such as temporary housing, clothing needs, eyeglasses, school resources, and other resources needed by homeless families ● Additional support and needs are provided by local resources and agencies including but not limited to the faith-based community, school counselors, local food pantry, DFACS, local law enforcement agencies, Dade FIRST, Dade County Health Department, Lookout Mountain Community Services, Georgia HOPE, etc.
------------------	--

Challenges	<ul style="list-style-type: none"> ● Determining when a homeless family / student no longer meets the guidance or qualifications the homeless definition ● Obtaining information from parent(s) / guardian(s) regarding their living arrangements ● Locating students that are removed for lack of attendance or unknown situations ● Lack of parent / guardian being present a bus stops (particularly at the middle & high school level)
-------------------	--

Title I, Part A - Equitable Access to Effective Educators

Strengths	<ul style="list-style-type: none"> ● School level PLCs are consistent and focused on the instructional framework of the Dade County School District (Learning Focused Schools) ● The implementation of instructional coaches, grade-level leads, and/or department leaders has provided feedback for professional learning needs ● Administrators are provided with technical assistance and reminders pertaining to equitable access to effective educators (PQ and In-field)
------------------	---

Title IV, Part A - Student Support and Academic Enrichment

<p>Strengths</p>	<p>The Dade County School district strives to produce WELL ROUNDED (WR) educational opportunities for our students in a SAFE and HEALTHY (SH) learning environment by utilizing various instructional strategies, including through EFFECTIVE use of TECHNOLOGY (ET).</p> <p>Effective Use of Technology Dade County Schools has a one-to-one student ratio to Chromebooks. The Superintendent and Board of Education has fully embraced this "tech savvy" generation by stewarding the financial resources to provide our students with "state of the art" technology equipment. In addition to the ACE (A Computer for Everyone) initiative, all four schools are equipped with audio / video broadcasting equipment (DMS & DCHS have implemented this going on 4 – 5 years), one elementary school has a 360&deg; cameras with Audio Enhancement in each classroom with other similar technology equipment strategically placed in classrooms throughout the district, and each classroom contains an interactive Promethean Board with ceiling mounted projectors. Beginning in first grade, students are assigned a Google account with a "dadecs.org" domain for instructional activities to be delivered through Google Classroom. Through a state-funded grant, Wi-Fi access has been added to buses for student use and the school system has added Wi-Fi hotspots to schools which can be accessed from the outside of the school building.</p> <p>Well Rounded Educational Opportunities The Dade County School District continues to increase student achievement by raising academic rigor through a variety of strategies and activities. Dade County Schools begins universal screening the "talented and gifted" students in second grade and provide relevant, hands-on learning experiences to those who qualify by serving them through the Reduced Class Size (RCS) instructional model at the elementary level along with a small-attended, aftercare program. In middle school, accelerated math classes are offered to students in addition to providing enrichment opportunities during the scheduled, Extended-Learning Time (ELT). Dade Middle School also offers Algebra I to students for high school credit. At the high school level, students are provided opportunities to take honors, Advanced Placement (AP), and dual enrollment courses. Dade County Schools also offers a variety of career based / CTAE opportunities and fine art options for our students. In addition, the Dade County School District strives to promote character among our students through a Character Education plan. Dade County High School ninth-grade, are eligible to earn a platinum chord for graduation upon the completion of 100 community service hours which must be pre-approved and documented by a school administrator. The Dade County School District recently became a REACH Scholarship district in which the teachers and administrators will select a small group eighth grade students to receive this award.</p> <p>Safe and Healthy Students Providing safe and secure learning environments across our school district for every student, every day is a top priority. The Dade County Board of Education with the assistance of the Dade County Sheriff's Department has agreed to fund a School Resource Officer (SRO) for all four school in the district. Each school has at minimum one full-time guidance counselor with</p>
-------------------------	---

Title IV, Part A - Student Support and Academic Enrichment

	DES employing 1.5 and DCHS employing 2 full-time counselors. The guidance counselors meet monthly with the Director of Federal Programs to discuss specific activities, initiatives, and/or needs across the district. Dade County Schools is also in year two of being a PBIS school district with fully operational PBIS Teams and PBIS Coaches at every school.
--	--

Challenges	<p>While the strengths in this particular section may outweigh the challenges, the Dade County School District continues to have needs to address among the students.</p> <p>In the area of (ET), the Dade County School District continues to seek professional learning opportunities for administrators, counselors, instructional coaches, media specialists, and/or teachers to support the implementation needs of technology based-instruction. Furthermore, when new, induction level teachers arrive to our district, they often become overwhelmed with understanding the culture of our district, therefore a high-quality mentor program will definitely support the new teachers within the Dade County Schools. Pairing each mentor with a mentee is paramount to prevent teacher burnout due to the external factors that remain within our control. In addition to training new, induction-level teachers, Dade County Schools continues to seek professional development opportunities to support standards-driven instruction through the implementation of technology and utilizing the technology resources to engage parents, stakeholders, and the community.</p> <p>While providing (WR) opportunities for students of Dade County is a must, there are challenges that need to be addressed to support student achievement. Providing students with rigorous opportunities while preparing them to be college and/or career ready remains to be a continuous need. Therefore, the Dade County School District has identified the following to support our needs: continue to increase expectations among character education, seek opportunities to become recognized at the local, state, and/or national level with continuous, school improvement initiatives, provide enrichment opportunities for our students with programs that may include before and/or after school and summer opportunities, continue to pursue STEM / STEAM opportunities to support implementation of technology, seek and provide opportunities to take rigorous coursework through honors, Advanced Placement (AP), and/or dual enrollment opportunities, provide appropriate training for teachers to build capacity in order to ensure they are qualified to teach rigorous courses, and provide opportunities to support the implementation of introducing and teaching the "soft skills" so that students can be successful beyond the classroom.</p> <p>While creating a (SH) environment for students and staff will always remain a top priority, school districts across our country, including the Dade County School District, continues to seek opportunities to increase the mental health needs among students coupled with raising awareness of: students affected by trauma, suicide prevention, physical abuse, and child sexual abuse and prevention. Also, with a growing number of students in poverty, Dade County</p>
-------------------	---

Title I, Part A - Equitable Access to Effective Educators

Challenges	<ul style="list-style-type: none"> • Communication barriers often result in students with the greatest need being scheduled in classes with first-year, induction teachers or teachers on a Professional Growth Plan for a targeted reason • A systemic scheduling procedure designed to put the lowest performing students with the most effective teachers would support closing the achievement gap
------------	--

Title IV, Part A - Student Support and Academic Enrichment

	Schools has identified the need to provide training for teachers and educational opportunities for students to support proper nutrition and healthy activities.
--	---

Title V, Part B - Rural Education

Strengths	Dade County is not identified as a Rural Education district.
-----------	--

Challenges	Dade County is not identified as a Rural Education district.
------------	--

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	Student achievement in the areas of ELA, Mathematics, Science, and Social Studies
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	
---------------------------	--

Overarching Need # 2

Overarching Need	Job embedded professional learning that includes, but not limited to: Learning Focused School (LFS) instructional model, MTSS leader and teacher training, Social / Emotional Learning and supports, PBIS, endorsements, etc.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
---------------------------	--

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 - Student achievement in the areas of ELA, Mathematics, Science, and Social Studies

Root Cause # 1

Root Causes to be Addressed	Students performing below grade level in the content areas of ELA, Mathematics, Science, and Social Studies
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
----------------------	--

Root Cause # 2

Root Causes to be Addressed	Staff depth of understanding of academic rigor in the classroom
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
----------------------	--

Root Cause # 3

Root Causes to be Addressed	Students with attendance issues exhibit less academic growth and achievement.
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part D - Programs for Neglected or Delinquent Children Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
----------------------	--

Root Cause # 4

Root Causes to be Addressed	Teacher and leader training and accountability in order to provide individualized instructional plans for students in need
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
----------------------	--

Root Cause # 5

Root Causes to be Addressed	Teacher training and support with the implementation of interventions to assist those students in most need
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 Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 5

Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders
-------------------	---

Additional Responses	
----------------------	--

Overarching Need - Job embedded professional learning that includes, but not limited to: Learning Focused School (LFS) instructional model, MTSS leader and teacher training, Social / Emotional Learning and supports, PBIS, endorsements, etc.

Root Cause # 1

Root Causes to be Addressed	Teaching and learning strategies and interventions needed to assist Tier I, Tier II, Tier III, and Tier IV instruction
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
----------------------	--

Root Cause # 2

Root Causes to be Addressed	Recruiting, retaining, and training teachers
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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Root Cause # 2

Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders
-------------------	---

Additional Responses	
----------------------	--

Root Cause # 3

Root Causes to be Addressed	Use of assessment data to better understand students' current level and provide individualized instruction
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
----------------------	--