

***1. Description of high-quality student assessments that the LEA and schools will use***

***The LEA is determining the academic needs of its student body - LEA describes its comprehensive needs assessment or needs identification process resulting in a good baseline for the LEA to determine the current level of academic achievement across all groups and subgroups of students. LEA includes statements that describe the process it used to determine the academic needs of its students. The process must include how the LEA disaggregated data by subgroups. Response includes what data was analyzed, how analysis was conducted, the results and how the results were shared with schools and parents. Statements must include how the LEA uses needs assessment data to determine the needs of students related to safety, drug abuse, and violence.***

To determine the academic needs of students, including N & D, migrant, EL and homeless students, Long County Schools participates in the state testing program annually. Student needs are assessed utilizing this testing data as the results are received from the state after each testing administration. Overall needs are assessed in the late spring and early summer when test results are received and again in the fall when retest results are available. School level staff including principals, assistant principals, instructional coordinators, teachers and program coordinators analyze school data for overall strengths and weaknesses. This process is also facilitated at the school level by School Improvement Teams at each site. Academic data is disaggregated and examined to make both external and internal comparisons. Long County Schools participates in the following assessments:

- Georgia Milestones (EOC, EOG)
- SLOs
- Georgia Writing Tests
- GKIDS
- ACCESS for ELLs
- The state checklist for EIP
- A locally developed assessment based on Georgia's curriculum is utilized to monitor progress of students in grades K-3
- Nine week benchmark tests are utilized in all academic areas grades K- 8 and in High School ELA, Mathematics, and EOC courses

All schools utilize the RTI model to identify and serve "at-risk" students. After students have moved through Tier I, II, and III and need additional interventions and services, the student is recommended for a comprehensive psychological assessment. If eligible, an IEP is developed and implemented. The IEP committee evaluates this assessment every three years and, if the committee determines the student needs additional testing, the psychological is repeated to determine eligibility.

AIMSweb is an evidenced-based practice which assists our schools in providing the right service, at the right time, for the right child. The model begins with universal screening. All children at Smiley Elementary School, Walker Elementary School, and Long County Middle School are screened for reading fluency and/or reading comprehension and math computation. All ninth grade students at Long County High School are screened for reading comprehension and math computation. This step is taken to identify students who may be having problems in

reading and/or mathematics. AIMSweb reduces the need for special education services by helping identify students early and providing interventions in order to remediate as soon as possible.

An ELT teacher continues to provide interventions for students who are identified as experiencing reading and mathematics difficulty. Interventions used include ClassWorks, A+Learning, Academy of Reading, Academy of Math, Shurley English, and direct instruction. Many of these interventions are online curriculum software programs. The paraprofessional/teacher who works with these students also administers progress monitoring so student growth is documented and analyzed.

The Homeless Liaison and the Parental Involvement Coordinator collaborate with local agencies including DFACS, LC Family Connections Collaborative, faith based organizations, DJJ, N & D program directors, and local law enforcement representatives to ensure that services are provided to homeless children and families. The Homeless Liaison serves as a point of contact to coordinate services with school administrators, the Title I Director, SFS, Records Clerks, Counselors, teachers, and transportation personnel. The specific needs of homeless students are evaluated annually during the needs assessment process by classroom teachers, counselors, principals, the Title I Director, and the Homeless Liaison through a review of academic data including test scores, absences, grades, and promotion/retention data. Bimonthly administrative team meetings provide opportunities for principals to present the needs of students experiencing homelessness. Professional learning is provided annually to review accessibility to resources for students experiencing academic difficulty due to homelessness. The academic needs of homeless students are addressed in the schoolwide Title I program as the needs of all students and subgroups are reviewed. Barriers to enrollment, if applicable, are addressed as needed. Resources needed for academic success are provided on an individual basis as needed.

The Long County School System completed the Georgia Health Survey to determine the needs of students related to safety, drug abuse and violence, all of which impact student achievement. Documented areas of need include tobacco, alcohol, and drug use, bullying and school climate initiatives. Based on those findings, Long County Schools will continue to emphasize a drug-free curriculum. Long County Schools also collaborates with the Long County Family Connection Collaborative and 4-H program to promote life skills and 4-H programs that promote youth leadership and healthy lifestyles. Along with these two programs, faculty and staff workshops will be offered as a means of educating everyone within the school system on how to recognize early warning signs of student drug use and violence. Safety issues will also be reviewed each year by analyzing student record discipline reports, attendance, and survey information to address student needs, with regard to safety, drug awareness, violence and bullying awareness. Since all of our schools are Title I schools, parents in the community also have the opportunity, in the fall and during additional parental involvement activities, to have input on the Title I program by participating in forums at each school. Effectively utilizing data analysis to improve the quality of professional learning opportunities is a primary goal of the Long County School System.

Data of Long County students is compared to data of students at the state and RESA levels. The examination is used to show how Long County Schools ranks against other systems, particularly

schools or systems that score higher, in an effort implement best practices. This type of comparison is of great interest to our external stakeholders, as it determines if the school system is being a good steward of our resources for students.

All data is compared internally to show differences or gaps between ethnic groups, special and regular education students, economically disadvantaged and those not economically disadvantaged, as well as other populations such as EIP and Migrant. All scores for SWD and EL students are examined closely, as these particular subgroups have been determined to be subgroups in jeopardy of not meeting performance goals. This data is particularly useful in improving our programs. Long County Schools utilizes this data to select software, select or discontinue programs, develop schedules and design professional learning for the system. The summary data includes: Scores by subject for each grade by school; Comparison to RESA and state for each subject by system; Rank ordered place in state for each subject by grade by system; Domain performance for each subject by grade by school; and, CCRPI results by school.

Before pre-planning, students are assigned to classrooms and each school's administrative staff, with help from instructional coordinators and counselors, review individual test data for students. The data analysis is utilized and continually reviewed during the grade level/department collaboratives for assessment, evaluation, and instructional planning for each team and department.

At the classroom and grade level, data is examined to determine specific strengths and weaknesses. Students who were just above or just below either the pass/fail or the meet/exceeds targets are designated priority students. More in-depth data is kept on these students and these students are monitored. Data obtained from SLDS is analyzed along with other information such benchmark test data, attendance, and discipline. Surveys, community forums, school council minutes, parental involvement activity notes, and focus groups provide additional information to effectively meet the needs of students and families.

A needs assessment is conducted at each school in May to determine each teacher's perception of his/her professional learning needs, the professional learning needs of the system as a whole, and specific recruitment and retention needs of each school. A leadership survey provides information concerning the recruitment and retention needs of the system as a whole. The annual RESA needs assessment is also reviewed by each Leadership Team and Principal to determine professional learning needs of the Long County School System. Professional learning is scheduled to help personnel examine and better utilize test results to enhance instruction.

During the annual needs assessment process each spring, data is disaggregated by school/grade level or content area for the following: years of experience of each teacher; average class size for each teacher utilizing FTE Class Size data; demographics of students served by teacher by gender, race, instructional setting and F/R status; local data on teacher retention rate/recruitment.

Once the annual performance data is released in July, each school principal, program directors, and site level leadership teams review each school's performance data and additional testing data to determine needs for curriculum revision and instructional support. Each teacher's professional learning needs are addressed annually at the school or system level, as applicable, during the

needs assessment/data review process. Testing data, school performance reports, and the equity data previously mentioned are utilized to identify teacher recruitment needs and to determine strategies for retention of highly qualified teachers. School Improvement Plans, as well as the System Improvement Plan, identify priorities for school and system level professional learning. Professional learning common to all schools is coordinated at the system level.

The annual needs assessment is finalized in July/August by the Title IIA Director in conjunction with the system leadership team. The Title IIA Director, program directors, and principals review the HiQ status of each teacher/paraprofessional and the specific needs of those not meeting HiQ requirements. The Long County School System requires each site to review/revise improvement plans to address student achievement needs, as well as recruitment and retention of highly qualified, effective teachers, paraprofessionals, and support personnel. Equity deficits identified through collaboration with principals, instructional coordinators, and leadership teams are addressed by targeted interventions in each school's improvement plan.

Data is compiled and shared with all stakeholders. The data is shared with staff members at the school level and grade levels through school work sessions and grade level collaboratives. The results are shared with the school board at the June/July/August meeting as the results of each testing administration are received and CCRPI results are released. After being presented to the board, results are posted on the system website and released to the neighboring newspapers. In addition, each school has a data room where data is posted.

These results are reviewed and discussed annually at school council meetings as school improvement plans are discussed. The Long County School System has one K-3 elementary school, one 4-5 elementary school, one 6-8 middle school, and one high school. The Bright From the Start PK is located at Walker Elementary School (4-5) with one section of PK located at Long County High School. The assignment of students is continuously monitored to determine the degree to which equitable access is provided and identified needs are fulfilled where feasible and appropriate. Since all of our schools are Title I schools, parents in the community have the opportunity to have input on the Title I program by participating in annual forums at each school. A primary goal of the Long County School System is to effectively utilize data analysis to improve the quality of professional learning and instructional opportunities.

The superintendent meets twice monthly with all principals and program directors. HiQ status, teacher retention and recruitment, professional learning and more effective instructional strategies are discussed at each meeting. Each principal provides information on the status of teachers/paraprofessionals, HiQ status, and instructional issues that need to be addressed through professional learning during these sessions.

The following data was reviewed to determine FY15 priorities/needs to best address the individual needs of students: CCRPI Results, FY14 CRCT results, Lexile scores by school, GAA, ACCESS, EIP data, local benchmarks, TKES Pilot Data, Promotion/Retention data, and expectations for Georgia's new assessment program, Georgia Milestones.

A review of the 2014 data indicates the continued need to focus on implementing Georgia's curriculum standards in mathematics as well as targeted services to meet the needs of specific

subgroups. Students in grades 3 scored below the state average in mathematics, students in grades 4 and 5 scored below the state in ELA/Reading and equaled the state average in mathematics. Students in grade 6, 7, and 8 scored below the state average in all core content areas with the exception of Reading. High School EOCT scores highlight that students are entering the high school without the knowledge and skills in all core content areas needed to reach their full academic potential. The district priority for Title I services and funds is to: provide opportunities for students to receive one-on-one and small group instruction to support academic needs; reduce class size to provide opportunities for quality differentiation and one-on-one support; provide high quality professional learning; and provide the supplemental resources, equipment, and materials to meet the needs of struggling learners.

An analysis of data indicates a need to continue targeted professional learning in all core content areas related to unit development and the implementation of Georgia's curriculum standards. A further analysis of disaggregated testing data indicates the SWD, Black, ED, and EL subgroups are subgroups in need of specialized instruction. The SWD subgroup scores continue to improve with the implementation of the Inclusion Model, but still need attention. A review of CCRPI data indicates no "significant" difference in overall performance of students in Long County as compared to the state. Teachers need professional learning to address instructional effectiveness, assessing student progress, and a review of formative assessment practices.

Also, during the needs assessment process, parents identified the need for additional instructional support beyond the normal school day/year for special populations as well as the need for additional communication from teachers and administrators to support learning beyond the school day.

The Long County School System will focus on continued professional learning in the differentiation of instruction and effective instructional practices until all instructional units are rich with activities to meet the needs of all students. Instructional Coordinators will continue to support implementation of differentiated, effective instructional strategies, and familiarizing teachers with the WIDA standards. GLRS and FDRESA will supervise and facilitate the additional training to assist with the continued implementation.

Long County Schools  
System Professional Learning Needs  
2014-15

Reducing Class Sizes  
Recruiting and retaining highly qualified, effective teachers  
Differentiated/Effective Instructional Strategies for specific subgroups  
Implementing Common Core Standards (including WIDA Standards for ELLs)  
Teaching Writing  
Core content PL in Mathematics  
Effective Utilization of Technology  
Meeting the Needs of All Learners  
Using Effective Assessments in the Classroom

Effective Parental Involvement Strategies  
Comprehensive Induction and Mentoring  
Utilizing Data to Meet the Needs of All Learners

Currently, the Long County School System has identified needs in the area of Special Education. Special Education students at the high school level are more likely to be taught by a teacher not meeting highly qualified requirements as defined by Title IIA. The Long County School System will continue to focus on Highly Qualified Teacher Equity with a target of having all core academic subjects taught by highly qualified, effective teachers. To reach the target, the Long County School System will continue procedures to monitor the placement of teachers as well as to monitor the progress of teachers pursuing clear renewable certificates. Remediation plans will be reviewed with each teacher by the building principal and Title IIA Director in the fall and again in the spring. Periodic meetings will also be held with teachers needing additional support to make adequate progress.

The Long County School System will focus on teacher preparation and ability to meet the diverse needs of students and the system implements the new Teacher Keys Evaluation System and the Leader Keys Evaluation System (TKES/LKES). As changes in the needs of the student population occur, the Long County School System will revise professional learning priorities to ensure that teachers are trained to provide the appropriate instruction to meet the needs of students. The school improvement planning process is ongoing in Long County and each school's School Improvement Team provides information on the needs of each grade level and content area. Needs are identified, as well, through classroom observations, "Walk Through" Observations, Grade Level/Department Collaboratives, and the RTI process. Identified needs of each site are discussed regularly during administrative meetings when identified by leadership teams or administrators. Professional learning opportunities are provided and all teachers are encouraged to participate in professional learning appropriate to his/her grade level or content area. Instructional Coordinators at each site provide additional instructional support and onsite professional learning.

The Long County School System's goal is to provide the necessary professional learning and support to ensure full implementation of differentiated instruction and interventions at all levels.

Targeted student needs as outline in the System Improvement Plan include:

- All students will attain high student achievement and academic success.
- Improve the communication and involvement of all stakeholders.
- Improve organizational effectiveness.
- 100% compliance with all state accountability measures for all schools.

All schools have 100% of paraprofessionals meeting highly qualified status. Smiley Elementary School, Walker Elementary School, and Long County Middle School were 100% HiQ in 2014. Long County High School was 96.93% HiQ in 2014 with special education teachers not HiQ for a percentage of the day. For the 2014-2015 school term, the system's goal is for all positions to be filled by a highly qualified, fully certified, teacher.

Long County School System currently has 213 certified employees and 168 classified employees (381 total). The system consists of 4 schools, Smiley Elementary School (Long County PK Center & Grades K-3) with 1224 students, Walker Elementary School (4-5) with 430 students, Long County Middle School (6-8) with 705 students, and Long County High School (9-12) with 757 students. The system demographics include 1% Asian, 16% Hispanic, 25% Black, 51% White, and 7% Multiracial. Students with disabilities make up ten percent of the student population. Five percent of the students are ELs and qualify for additional language assistance. Sixty-eight percent of the students are considered “economically disadvantaged”. Smiley Elementary School, Walker Middle School (Walker Elementary/LCMS), and Long County High School received the following CCRPI scores in 2014 for FY2013: Smiley Elementary -90.3; Walker Elementary School – 73.3; Long County Middle School – 72.4; and, Long County High School – 62.3. Long County Middle School continues to be designated as a “Focus School” as a result of the achievement gap between the SWD and other subgroups. (Data Source: March 2014 CPI/FTE, SR2014)

The percentage of teachers at each site with advanced levels of certification (T-5 or greater) indicate a significant difference at the elementary school serving grades PK-3: Smiley Elementary - 84%, Walker Elementary School – 61%, Long County Middle School - 57%, and LCHS – 67%.

A review of the percentage of teachers at each site with 5 years of experience or less was equitable: Smiley Elementary – 21%, Walker Elementary School - 39%, Long County Middle – 20%, LCHS – 29%. The data indicates a need to monitor more inexperienced teachers at Walker.

Long County School System’s goal is to provide the necessary professional learning and support to ensure full implementation of differentiated instruction.

Strategy 1: The Long County School System will design and implement assessment and differentiated instructional strategies that enable all students to achieve mastery in English Language Arts/Reading, Mathematics, Science, and Social Studies.

Action Steps:

- 1.1 Schedule ongoing professional learning specific to the identified needs of schools by department/grade level.
- 1.2 Identify needed resources, personnel and materials, to support the implementation of appropriate instructional strategies and performance standards.
- 1.3 Provide support, including by not limited to coaches, consultants, opportunities to attend conferences, to instructional staff to enable effective implementation of strategies.
- 1.4 Provide opportunities for instructional staff to communicate the effectiveness of instructional strategies.
- 1.5 Analyze student performance data and make adjustments in the implementation of instructional strategies.
- 1.6 Acquire additional technologies needed to instruct and meet the diverse needs of learners.
- 1.7 Provide training to staff and teachers on utilizing appropriate technology to support learning and teaching.

While small class sizes are preferable, the Long County School System adheres to all Georgia Board of Education and Long County Board of Education policies regarding class size.

The Long County School System has partnered with neighboring colleges, universities, and other agencies that serve as field placement agencies or approved program providers to provide opportunities for candidates seeking student teaching or placement opportunities. Teacher retention, teacher experience, and student demographic data is reviewed annually by the system leadership team to determine potential recruitment issues. Community agencies provide the school system with data concerning housing developments, as well as any potential student population increase, as a result of activity at Fort Stewart. Long County School System participates annually in Fort Stewart's Family Education Fair as a recruitment measure. The Long County School System also annually implements site based induction and mentoring programs for new staff members.

The District's Improvement Plan is updated annually and posted on the system website at <http://www.long.k12.ga.us/>. The system will continue to review and revise the plan as needed.



**2. Description of high-quality student academic assessments that the LEA and schools will use LEA describes all assessments used to determine the level of student performance. In addition, the LEA must describe how it is utilizing an approved Home Language Survey. Examples include descriptions of benchmark tests, teacher made tests, rubrics, computerized assessments both stand alone and program integrated. LEA describes what revisions may be needed to the benchmark tests, teacher made tests, rubrics, etc. LEA describes how it is sharing progress with teachers, parents and students.**

Long County Schools utilizes a number of high quality academic assessments in addition to those identified by the state to determine each student's success. All students are included in the appropriate academic assessment activity to include migrant students, N & D students, homeless students, and EL students. **The ACCESS for ELLs is the required annual assessment to measure students' progress toward and attainment of English Proficiency. ELs are administered the ACCESS for ELLs annually to measure their progress toward, and attainment of, English proficiency.** The Georgia Online Assessment System as well as Pre/post testing is utilized to determine success and progress toward meeting standards prior to the state assessment administration. Test items are analyzed and are revised when needed. Progress reports are issued at all schools and all grade levels each 4 ½ weeks and report cards are distributed at the end of each marking period. Parents have access to up-to-date classroom progress through the PowerSchool parent portal. Individual student results on specific assessments and academic progress are shared as needed in parent conferences, newsletters, telephone contact, and/or written communication. Progress is also shared with all stakeholders (teachers, parents, students and community members) by:

- Newsletters
- The system and school websites
- Report cards
- Newspapers
- State DOE Website
- CCRPI reports
- Letters and memos
- Phone calls
- Individual student test results
- Email
- Automated Phone Messages
- PTA/PTO meetings
- During the registration process
- Title I Communication
- Student/Parent Compacts
- Transition orientation
- Parental Involvement Activities
- Community Collaborative
- School Marquise
- Staff meetings
- Professional Learning Opportunities
- Memos
- Team/Grade level/Department meetings

The Home language survey is used for the initial screening for additional language services for students. The survey is included as part of the initial registration process and is completed by all students as they enroll in the Long County School System. Long County Schools utilizes the Home language survey provided by the GaDOE. **The Long County School District utilizes the W-APT as the screening instrument to identify students eligible for additional language services (ESOL).** The school district also utilizes the Occupational Survey Form provided by the district's regional migrant agency as part of each student's enrollment packet to screen for migrant families and students. Long County School employs three Migrant Service Providers. Parents with applicable responses on the survey are interviewed by the school's MSSP. If eligible, a DEA is submitted to district's regional migrant agency for approval to be served. As the DEA is completed, families and students are informed of the rights of immigrants and migrants.

- 3. Description of how the LEA will participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics LEA states it will participate in National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics if selected. It includes statements about how the results from NAEP will be used to improve student academic performance.***

Long County will participate in the National Assessment of Educational Progress if selected to participate. All students will participate in the NAEP assessment if selected to participate, including homeless students, students with special needs, migrant, EL, N & D students, as well as all identified subgroups. The information compiled from the NAEP assessment will be used along with other assessment data in making decisions for improving instructional practices. The Georgia State Department will assist our system with analyzing the NAEP data.

***4. A description of strategies to share system progress, disseminate evaluation results, encourage broad stakeholder involvement, and market the role technology can have in helping students achieve in innovative ways.***

As part of the system technology planning process, technology system goals are developed through system-based technology committee. Subsequently, representatives from each site-based technology committee collaborate to align the technology goals to the District School Improvement Plan. As a new strategic plan is developed, these committees of key stakeholders will ensure that the technology system goals are integrated into the respective areas of the plan. Every year each goal will be reviewed and it will be decided if the goal has been met. Revisions and refinement to goals will be addressed by the technology committee. The review of goals annually will include determining the viability and need for the goal. The goals are designed as clear tangible projects so that it is easy to determine if the goals have been accomplished. Lastly, the goals are designed as clear tangible projects with related objectives in order to analyze, evaluate, and measure the progress towards attainment of every goal. Each goal includes an evaluation procedure to determine if that goal has been met. Some evaluation procedures include evidence that equipment has been purchased and installed. Some evaluation procedures will assist with the identification, usage and benefits of instructional applications or software.

An annual review of the Georgia State Hardware Inventory extends the evaluation process to include analyzing data collected through equipment inventory. Further, the data gathered through the review of the Georgia State Hardware Inventory will assist stakeholders with the evaluation and formulation of goals towards a 21<sup>st</sup> Century learning environment by comparing reported equipment in Long County Schools with reported data from other school districts. Ultimately, this evaluation component will help evaluators monitor programs at all sites, in all classrooms, and opportunity for individuals based upon an equal access criteria inclusive of identified programs such as ESOL, EIP, and special education.

The final element of the Long County Schools evaluation plan involves analysis of the yearly CCRPI report. This vision embraces the goals of continually striving to raise the number of high school graduates, as well as, raise the percentage of students meeting or exceeding the academic requirements in Math, Science, English/Language Arts, and Social Studies based upon scores reported and derived from the Georgia assessment program. As part of the on-going analysis, the Georgia Online Assessment, Georgia DOE website test prep, and USA Test Prep websites will be included in several technology evaluations for the purpose of determining the ratio of students exposed to one or more of these preparation variables versus the number of students who were not exposed to the program(s) in relationship to the number of students who met the passing requirements. This will help the technology committees evaluate programs directly impacting student achievement.

The Long County Schools district-wide school improvement plan is the springboard linking the system technology goals to the site-based technology goals. Accountability for action plans, benchmarks, and goals derived from the school improvement plan are evaluated annually with changes made accordingly and based on student achievement needs, availability of funding, equitable access, and the integration of technology in the classroom. Through a collaborative effort, the technology and leadership committees of Long County Schools provide diverse,

innovative strategies to drive student achievement, create ubiquitous 21<sup>st</sup> Century learning environments, and develop technology literacy for all stakeholders.

More detailed information can be found in the tables of the implementation plan.

### Access to Technology and System Readiness

#### **I. Upgrade and Stabilize Network annually based upon equipment needs assessment survey:**

1. Conduct a full sweep of all classrooms to upgrade Client software, re-image computers (desktop and laptop), and to re-access Long County Schools technology current reality of equipment status as well as functionality in regards to the existing network set-up.
2. Upgrade Symantec Filtering to Sophos software, equipment warranties or extended warranties, and licensing agreements for software throughout all schools and school network (these are on-going at different times of the year).
3. Over the next year, implement plans to convert from Novell client to Microsoft Active Directory.
4. Add Microsoft System License to provide the office suite of tools for staff and students alike.
5. Added Storage Area Network (SAN) in order to reduce maintenance and replacement costs of network hardware over the long-term. The SAN purchase has provided and for replacement. Continue to provide ample outside service provider contract days for network maintenance, upgrading of network, and in-house training.
6. Implement Base Equipment Storage to provide consistent and timely replacement of basic technology equipment. (network cables/adaptors, desk printers, document cameras, projectors etc.) Replaced equipment and equipment deemed surplus will be discarded following Long County School District's policies and procedures for procurement and attrition of replaced equipment.
7. Upgraded network bandwidth between each school and the central office from 45 meg to 145 meg. (E-Rate 90%)
8. Expand the use of the Sophos suite to include the Sophos Mobile Management system. Implement the program to control mobile devices such as iPads, iPad minis, iPhones, etc.
9. Provide staff development for existing technology staff to obtain Cisco CCNA training.
10. Continue to upgrade telecommunications hardware and software. (E-Rate 90%)

#### **II. Provide foundational structure to support 21<sup>st</sup> Century classrooms:**

1. Provide mounted projection devices to all classrooms in district
2. Provide interactive whiteboard/mimio systems, symposium-style presentation tools, or tablet PCs; instant response systems; and graphing calculators, as needed per CCGPS requirements.
3. Continue to expand classrooms that have a class bundle of iPads, mobile carts and Macbooks.
4. Pilot the use of Google Chromebooks at all 3 school levels. Elementary/Middle/High

**III. Increase staff development in regards to the implementation of instructional technology methods for the purpose of engaging students in authentic learning experiences while preparing students for the workplace of the future:**

1. Provided Mini-Lessons on a variety of Instructional Technology topics:
  - a. Smartboard/Mimio Usage
  - b. Google Chromebooks
  - c. Refection App
  - d. Evernote
  - e. iPad implementation
  - f. Use of Excel
  - g. You Tube for Education
  - h. CPS Response Systems
  - i. Longitudinal Data System- Access and Use
  - j. Online Assessment System
  - k. CCGPS Teacher Resource Links
  - l. Other areas delineated by System Technology committee and Teacher/Staff Surveys

Instructional Uses of Technology and System Readiness

- 1) Increase the percentage of high school graduates.
- 2) Increase EOCT/EOC, GHSGWT scores in core contents.
- 3) Increase CRCT/EOG scores in all 4 content areas.
- 4) Utilize interactive projection devices, peripherals, and the internet in classroom instruction.
- 5) Evaluate student websites, email, blogging, and podcasting. Possible funding annually
- 6) Increase the percentage of teacher websites.
- 7) Provide accessibility and training for all staff at the rate of one school per month on unit /building planning through the GeorgiaStandards.org.
- 8) Expand the integration of GPS technology standards into daily lesson plans for all teachers in order to develop 21<sup>st</sup> Century learning environments and to increase Technology Literacy. Possible funding annually through private grants, ERATE at 85% and locally at 15%. Need of software annually based on functionality and funds. Annually evaluated for replacement. Person responsible is Technology Director, Principals, Curriculum Director.
- 9) Encourage the use of data analysis systems by teachers to drive instruction towards performance-based curriculum and differentiated instruction.

Administrative Uses of Technology

- 1) Establish a standard intranet system and through the convergence of the Long County Board Office website and school websites. This intranet system will include templates to enable a more streamlined, automated, and seamless interaction between all stakeholders (examples of templates to be used web-based technology service requests, business forms, resource links, human resource forms, driving permit forms, professional development listings, departmental listings, policies, etc.).

- 2) Provide online professional development opportunities.
- 3) Utilize technology in implementing the TKES evaluation system. Mobile devices for gathering teacher evaluation data.

#### Parent/Community Uses of Technology

- 2) Expand the use of teacher web pages.
- 3) Establish workshops for non-English speaking parents to introduce them to PowerSchool and assist parents with account set-up.
- 4) Make computer labs available to parents who do not have internet access or a computer at home. Further, make available to local businesses, clubs, or community centers older computers to install for a broader reach into the community and more flexible access for parents to take advantage of PowerSchool, teacher web pages that include student assignments and projects, the district web page, and activity schedules.
- 5) Establish links for parent resources; for example, homework help sites, teacher web pages, forms for record requests, etc.
- 6) Research and evaluate potential ways to bridge the digital divide.
  - a) As parents attend technology workshops, make sure they are aware of the finer points in navigating web sites and the opportunity to receive free library cards.
  - b) Communicate and develop a more collaborative relationship with city and county representatives and/or leaders concerning possible ways to provide internet access for more parents while increasing community involvement in Long County Schools.

Within the unified vision, expanded expectations in the role of technology is accomplished but not limited to communicating information, progress, and evaluation results in the following ways:

- School district website
- School intranet for staff
- School websites
- Department websites
- Teacher web pages
- System report card
- Annual Long County BOE report
- School newsletters
- Classroom newsletters
- School demonstrations and PTO meetings
- Club and Activity meetings
- Demonstrations, displays, and presentations to the school board, outside community organizations, between schools, and parent groups
- System-wide and site-based technology committee meetings with parent/community representation
- Technology and curriculum conference presentations by Long County School District staff members

- Utilize Alert Solutions as a mechanism to distribute information via voice, text, and email.

Through these communication techniques, the importance of student achievement expectations mandated by state and system curriculum standards is emphasized. These communications are cultivated and nurtured as the outlet for sharing progress, information, and results pertaining to all Long County School District adopted programs. Moreover, evaluation results, including overall district testing results, will be published annually on the system website along with listings of events, announcements, and accomplishments of the system and schools. An interactive calendar will be established and utilized on the system website to allow administrators at all schools within the district to interact, collaboratively, and display scheduled events in one shared location for public perusal.

Users are informed of the support for technology as an effective tool for providing rigorous, engaging, and authentic learning experiences resulting in innovative, meaningful direct instruction techniques together with a variety of pedagogical strategies and tactics emphasizing student achievement.

- Teachers are informed through:
  - Professional learning sessions that spotlight immediate technology uses to support instruction and uses that may require extra training, support, and equipment. Immediate technology uses include:
    - Folder of linked websites targeting instructional needs
    - Ready to use presentations requiring minimal editing
    - Complete, ready-to-go equipment packages that are user friendly with how-to lists and visuals
    - List of quick, usable integration ideas and strategies
    - Friendly, effective, and efficient support by the site-based media/instructional specialist
  - Staff email contact
  - Internet and intranet
  - Newsletters
  - Focus and study groups
  - Media/instructional staff
- Parents and community members are informed and encouraged to become actively involved in the technology planning process and initiatives through:
  - School web page postings of student projects with visuals of finished products
  - Copies of completed projects archived to cd-rom
  - Newsletter articles sharing updates on technology related projects
  - Invitations to school or classroom digital presentations illustrating completion of instructional projects
  - Technology sessions that show completed student projects along with allowing stakeholders to have hands-on experience with students as teachers



- Electronic field trips including student created field trips based on actual trips through pictures and video after student trip
- Entering a technology rich environment with technology in use by students and teachers

Feedback and evaluation concerning the effectiveness of communication to staff and parents is received through:

- Formal and informal surveys
- Anecdotal evidence and data shared with stakeholders
- Written evaluations of technology training and teaching sessions
- Written evaluations of designated technology programs or components

Upgrading of equipment is contingent upon available funding. Moreover, a weekly review of lesson plans by administrators, a monthly “Best Practices” Team walk-through, quarterly administrator/peer classroom observations, and community displays of student work will drive the direction of technological relationships as assessed for the enhancement of student achievement. All data regarding equipment upgrades and purchases will be evaluated annually, at a minimum.

***5. A description of how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards. The description must include the following:***

- a. Specific mention of disadvantaged students, migrant students, limited English proficient students, and students with disabilities.***
- b. Specific steps the LEA will take to ensure that all students and teachers have increased access to technology.***
- c. Specific steps on how the LEA will utilize available funds to support after school programs (including before and after school and summer school) and school-year extension programs.***

- Student data is disaggregated and analysis begins as soon as the data becomes available after each assessment and as CCRPI results are released. Data review is ongoing at each school and is presented to the public at the August/September BOE meeting.
- Continuous data review and analysis continues throughout the school term during collaboratives and school improvement team meetings as teacher assessments and pre/post tests scores are reviewed and analyzed in conjunction with the state assessment results/CCRPI data.
- Progress reports are sent home every 4 ½ weeks. After school sessions are held for parents and students to review individual student progress and can be scheduled on an individual basis.
- Long County Schools is committed to providing the resources needed to implement inclusion to the greatest extent possible to better meet the needs of student with disabilities.
- Title I funds will be utilized to provide opportunities for more one-on-one and small group instruction for students needing addition support by reducing class size.
- Federal funding will provide supplemental equipment and materials in the content areas identified as priority content areas. (Mathematics/Reading-ELA)
- Title I will provide supplemental instructional support for at-risk students including N & D students, ELs, and migrant students.
- Credit Recovery sessions utilizing an online curriculum are scheduled during the school day and during the summer.
- The Long County School System is providing an Alternative Program for students in grades 6 – 12 for at risk students who may benefit from a nontraditional setting.
- Federal funds and 20 Additional Day Extension funds are utilized to support the after school and summer tutorial programs.
- Migrant Education provides summer school enrichment for migrant students in grades K-8.
- Students in grades 4 – 8 are pulled during extension time to provide additional assistance as needed.
- Saturday remediation sessions are provided to students when needed.

- Students in need of interventions for academic success are monitored through the RTI process.
- Long County Schools employs three full time ESOL teachers and one part-time ESOL teacher to meet the needs of EL students, and gifted students are served during the regular school day.
- Each school has a Special Education Contact person who coordinates the program in each school and serves as a liaison between the school and the central office. The Special Education Director and the site contacts meet monthly to ensure continuity between school programs and to help maintain the focus on high academic standards and high quality instruction for students with disabilities.
- All special education, ESOL, Gifted, and remedial teachers attend the same professional learning as regular education teachers and are expected to utilize the same curriculum maps and units as the regular education teachers.
- The system technology plan provides guidance on the placement and replacement of technology in each school.

To meet the specific needs of ELL, EIP, N& D, and Migrant students, the district provides the following:

1. ESOL classes
2. Push In Model for ELs
3. EIP Instruction
4. Extend learning time during exploratory time
5. After school programs
6. Parental involvement activities
7. Teacher use of Bilingual websites
8. Counseling services
9. Migrant Student Support Specialists
10. Co-teachers assisting all special needs students
11. Hiring reduced class size teachers to support students High quality professional learning on effective strategies for ELLs & Migrant students
12. Professional Learning on WIDA Standards

To meet the specific needs of students with disabilities: The LEA will focus on ensuring that due process is followed through professional development, implementation and follow-up; All special education teachers will participate in training to appropriately identify students in need of extended school year services; All special education teachers will also participate in training to assess assistive technology needs for students with high incidence disabilities for participation and progress in the general curriculum; School and system level assistive technology teams will be established and trained as a resource for teachers; All special education teachers will participate in professional development sessions related to progress monitoring of measurable IEP goals that address specific needs as identified in the present level of academic achievement and functional performance and aligning statewide testing accommodations to classroom testing accommodations; The LEA will work collaboratively with each school's Instructional Coordinators to support standards based classrooms for special education students in co-teaching and separate special education settings; Professional development, implementation and follow-up

to build capacity in providing appropriate accommodations and effectively co-teaching will be the focus of the system special education program.

All special education teachers will participate in training related to assessing and prescribing supplemental services for students with disabilities. Professional development will also address the inclusion of these services within the IEP. A list of available supplemental services will be developed and made available to all special education teachers as a resource. All special education teachers will participate in training related to exploring the full continuum of services for students with disabilities and determining which placement is least restrictive.

***6. A description of the strategy the LEA will use to coordinate programs under Titles I, II, III, IV, VI, Part B, Perkins, and IDEA to provide professional learning on the integration of technology into the curriculum and instruction to improve and support teaching, learning, and technology literacy. The description should include purchasing technology, available technology tools, distance learning opportunities, and professional learning for teachers, administrators, pupil services personnel, any other staff, and parents.***

Long County Schools considers technology as an instructional tool necessary for effective instruction. Professional learning is ongoing so that teachers may glean a better understanding on how to utilize available technology in addition to providing teachers with increased time to produce units and lessons needed for the next academic year.

Long County School District employs a Director of Technology at the central office level and two technician servicing three schools and the central office. All teachers and administrators are technologically literate and utilize technology effectively on a daily basis. The Director of Technology works with all program directors to deliver effective, appropriate professional learning to meet the needs of all staff. The specific needs of MSSPs are addressed on an individual basis. The technology department provides one-on-one and web-based training opportunities of for all MSSPs.

- 7. A description of how the LEA is addressing 8th grade technology literacy by including:**
  - a. Evidence of the tools or strategies used to determine an estimation of student technology literacy at all grade levels (or bands of grade levels, such as PreK-2nd, 3rd-5th, 6th-8th, 9th-12th);**
  - b. An estimation of the students' school-based experiences with developing technology skills and technology literacy at all grade levels (or bands of grade levels);**
  - c. Evidence of the tools or strategies the system is implementing to ensure that all students are technologically literate by the end of 8th grade.**

The Long County School Systems utilizes Project-Based assessments to determine the technology literacy of current 8<sup>th</sup> graders. The assessments blend a variety of interactive, performance-based activities that allow students to authentically perform complex tasks in application-based settings. These assessments incorporate rubrics to assess student projects for skills like creativity and innovation, giving them a summative view of students' overall tech literacy skills.

The assessment is aligned to all 24 standards in these six strands:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving and Decision Making
- Digital Citizenship
- Technology Operations and Concepts

The Long County School District has adopted the ISTE Technology Foundation Standards for All Students (Appendix A). These standards will provide a framework for linking performance indicators as benchmarks in curriculum for all stakeholders to use for comparison of desired student performance in alignment with the Georgia Performance Standards. Technology skills are divided into bands of grades and follow the guidelines for student technology literacy as set by ISTE/NETS (Appendix B). Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

***8. A description of how the local educational agency will ensure that funds are spent on scientifically and/or evidence-based practices and products for all programs including the purchase of technology and technology tools. Where applicable include how the practices and products will impact student technology literacy.***

The Long County school system selects and implements scientifically and/or evidence-based practices and products targeting assessed needs. Long County School District ensures that funds are spent on scientifically and/or evidence-based practices and products for all programs including the purchases of technology. Technical assistance and professional learning are provided on how to assure programs are scientifically based by central office personnel, First District RESA, and GADOE. These professional learning activities focus on programs/materials selection as well as providing general leadership to teachers and other school personnel for implementing scientifically based practices.

When a school determines additional resources are needed, a review of available resources is conducted by the principal, the instructional coordinators, as well as central office program directors. Typically, schools utilizing the program or product are visited to determine appropriateness. Vendors are allowed to present products and programs at the principal's or program director's request only. Whenever possible, teachers preview products and programs. Training is always provided on new programs and products. Principals, assistant principals, instructional coordinators, and school improvement team members are trained initially and are responsible for redelivery.

The Long County School District is committed to providing professional learning activities that are job embedded. The redelivery model is utilized to train teachers and administrators in the effective implementation of the Georgia's curriculum standards, and Instructional Coordinators help assess the implementation through classroom observations and attending collaborative sessions. Additional professional learning is scheduled as needed.

Program directors are responsible for maintaining the focus on scientifically and/or evidence-based practices and products. As weaknesses in instruction are identified, research based strategies are reviewed and discussed in leadership team meetings as well by teachers in their weekly collaborative. First District RESA also provides additional support for the implementation of research based instructional strategies to meet the identified needs of the Long County School System.

- 9. A description of how the LEA will use federal funds to coordinate and integrate services with other educational services at the LEA or individual school level such as:**
- a. Technology, professional learning, curriculum, media, Title I, special education, and ELL programs;**
  - b. Even Start, Head Start, Reading First, Early Reading First, IDEA preschool, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs;**
  - c. Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.**

The program directors, including the Title I Director (Homeless Liaison), Curriculum Director, Special Education Director, and Technology Director meet monthly to coordinate services and programs. The Special Education Director is also responsible for 504 Plans. The system School Psychologist is also responsible for the implementation of RTI. The system Resource Specialist is responsible for testing and attendance. The multiple responsibilities of each program coordinator makes the coordination of timelines, budgets and programming extremely efficient for a small system. Monthly, program directors, including the Technology Director, Federal Program Director, Curriculum Director, CFO, Maintenance and Transportation Director, meet to align projects, identify needs, review budgets, and review school improvement initiatives.

Long County School District has four schools; two elementary – one serving grades PK-3 and the other grades 4-5; one middle school serving grades 6-8, and one high school. All schools are Title I schoolwide schools. The school wide model has enabled us to coordinate and integrate programs, services and funding sources in a seamless manner. All schools have Instructional Coordinators. Their job description is to also help teachers integrate technology purchased through Title IA, IIA and Title IID into the instructional program. They are also responsible for working with state-sponsored initiatives such as curriculum implementation and instructional initiatives.

Title I funds provide additional teachers and paraprofessionals to lower pupil teacher ratio and provide instructional support to struggling learners. Title II provides professional learning for teachers and paraprofessionals as well as recruitment and retention of highly qualified teachers. Title III supports the LEP students with supplemental materials, supplies, activities, support personnel, and professional learning. The ESOL teachers provide support to teachers in implementing WIDA standards and interpreting ACCESS scores. Parental involvement activities funded through Title I benefit all subgroups served by other federal program funds. Title I and Title VIIB funds have been combined to provide students greater access to technological resources in an effort to increase student achievement. Federal funds are utilized to provide targeted extended instructional opportunities for EL and Migrant students as needed. Title III funds will be utilized

to provide additional materials to EL students as well as access to online resources. Title III funds will continue to support these interventions for EL students.

Federal funding was combined to provide:

- Supplemental instructional support for EL students and teachers of EL students
- Materials and supplies
- Technology
- Increase opportunities for one-on-one support and tutoring
- Recruitment
- Extend learning time during exploratory time
- After school programs for special needs students
- Parental involvement activities
- Co-teachers assisting all students
- Hiring a reduced class size teacher to support students most in need of additional instructional support
- Migrant Student Support Specialists to provide services to migrant students
- Co-teachers assisting all students



- 10. A description of how the LEA will develop strategies that prevent violence in and around schools and the illegal use of alcohol, tobacco, and drugs including how the prevention activities meet the Principles of Effectiveness; involve parents; and coordinate these efforts and resources with other federal, state, and community entities. In addition the LEA must explain how evaluations of effectiveness will be used to refine, improve, and strengthen the program strategies.**

Our system participates in a consortium to provide the services funded by the SDFSCP. The Long County school system is using Georgia's new Health curriculum with supplemental materials and supplies to meet the needs of students. The SDFSCP collaborates with various community entities including parents, federal, state and community leaders and school officials.

***11. A description of the poverty and school eligibility criteria that will be used to select attendance areas for schools eligible for funding through Title I, Part A and school eligibility for grant opportunities through Title II, Part D.***

Long County Schools does not rank order schools because there is only one school from each grade span: primary, elementary, middle, and high school. The Long County School System utilizes free and reduced percentages and/or percentages of direct certified students as the determination in selecting attendance areas for schools eligible for funding through Title I, Part A. In October of 2013, Smiley Elementary had a free/reduced rate K-3 of 75.42%. Walker Elementary School's (4-5) F/R rate was 73.02%, LCMS (6-8) was 72.90%, and LCHS (9-12) was 66.75% in October of 2013.

Smiley Elementary School will receive more funding per pupil as compared to the other schools in Long County since the school has a F/R rate greater than 75%.

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**12. Identification of eligible children most in need of services in Title I targeted assistance schools - LEA includes the selection criteria it uses to select Title I students. The LEA must use multiple criteria, for example, teacher recommendation, state assessment scores, local assessment scores, other academic student achievement data.**

This question does not apply to the Long County School District because all Title I schools have schoolwide programs.

However, if Long County School District had targeted assistance schools, the services provided to students in the Title I targeted schools would be based on the specific needs of students in that school, just as services would be provided to all other students in the system.

**13. A general description of the instructional program in the following:**

- a. Title I schoolwide schools,**
- b. Targeted assistance schools,**
- c. Schools for children living in local institutions for neglected or delinquent children, and**
- d. Schools for children receiving education in neglected and delinquent community day programs, if applicable.**

All schools in Long County School District are Title I schoolwide schools which enables us to implement instructional programs systematically throughout the schools. Specific strategies vary by school and grade level. After-school sessions and summer sessions are held for students and/or specific subgroups in grades PK through 12 who are at risk of failing math or reading. After school and summer session area held for students in grade 9-12 needing credit recovery to prevent students from dropping out of school and to increase the high school graduation rate. Students are given formative assessments throughout the year and at the end of each unit or nine weeks in an effort to plan more effectively for individual student needs.

Smiley Elementary ensures that a balanced reading program is taught to all students. Instruction in both reading and math is supplemented by software which students access through the computer lab. Additional software programs are utilized to address the instructional needs of students at each grade level. Bridge classes are provided for students in grades K and 1 in an effort to provide intensive, one-on-one instruction to struggling students.

WES developed supplemental units to bridge curriculum gaps between grade level standards. The middle school utilizes an Extended Learning Time (ELT) block that is devoted to enrichment or remediation in math and reading/ELA. The students in grades 4-8 who did not meet expectations academically will be targeted for specific intervention strategies. Students at each grade level will participate in ELT instead of the scheduled exploratory. The instruction will be direct and computer based utilizing iLearn, STAR, AR, and A+Learning, The Academy of Reading, and The Academy of Math. Some students will be attending both reading and math interventions instead of exploratory. Students in grades 6-8 will also have the opportunity to participate in the Flexible Learning Program during the school day to receive instructional support in the area of mathematics.

Teachers have received training on the use of math manipulatives, supplemental materials, and technology and will increasingly include them in their teaching units. All teachers have constructed and revised units and assessments to meet the requirements of the new curriculum. Online curriculum materials are used as supplemental programs and are used with students to increase chances of success. During the school term, additional paraprofessionals, retired teachers, and extended learning teachers will be utilized to tutor students who are at risk of failing. Connections classes are used to assist students to broaden their skills and to begin to develop career goals. Technology, Careers, Art, Music, PE, and band are offered in a non-

discriminatory manner. Students will also be pulled periodically from connections classes for remediation when necessary.

The high school operates on seven period days but also offers after school opportunities for students who need to recover credit when possible. In addition, a free summer school is available for credit recovery. The mathematics department has reviewed successful math instructional models and is developing new units based on the findings and implementation of the new standards. The English department targets offering additional Honors/AP classes and will restructure the department offerings to include more rigorous classes. Long County High School continues to offer students the opportunity to enroll in AP classes through Georgia's Virtual School and will encourage minority participation in those classes. Long County High School offers additional AP course offerings in an effort to better prepare students for college (Literature, Calculus, US History). During the winter, retired teachers will be utilized on a part-time basis to tutor students who are at risk of failing or who have previously failed a state required test. Long County High School will continue to offer group tutorial sessions for test takers as needed.

A wide variety of CTAE programs are available to students on a non-tracked and non-discriminatory basis. These include Business, Health Care Science, Agricultural Science and Technology, and Family and Consumer Science.

QBE funds will be used to fund the program and staff required by QBE. In addition, local funds and federal funds will be used to supplement QBE funds to reduce class size, provide paraprofessionals, and to provide supplemental instructional supplies and materials. Title II funds will be used to reduce class size if appropriate and to provide professional learning to teachers.

Title I funds will be used in a supplementary manner to fund instructional staff at each site and to provide additional support services including paraprofessionals as needed. Schools will use Title I instructional supply funds to purchase high-quality, research-based materials that will supplement materials supplied through local and QBE funding. ESOL students will be served using a pull-out model by ESOL certified teachers funded locally. ESOL students will have access to the same programs as the regular students with supplemental services provided by an ESOL teacher and Migrant Specialist if the student is also migrant.

Title I and Title II funds support class size reduction (CSR) teachers.

- By providing smaller classes in core content areas, teachers will have the opportunity to provide more effective whole group instruction and respond to student questions to provide help and clarification more effectively. Research has documented that smaller class sizes support a more frequent use of homework, assignments and oral tests for formative assessment purposes.
- The amount of time teachers spend directly interacting with students and monitoring each student's work is directly related to class size. More direct interaction and instruction will occur in smaller classes.

- Reducing class size will reduce classroom management issues which will result in more effective instruction. As teachers need to spend less time on managing behavior, they will have more time for more productive uses of instructional time to promote student engagement.
- Most significantly, smaller classes will provide teachers more opportunities to individualize instruction. Class size reduction will provide an environment where teachers can teach differently based on each student's needs by using a greater variety of instructional strategies and differentiation activities. Smaller class sizes will promote differentiation and project based activities. Smaller classes will provide teachers more opportunities for project-based, higher-order thinking activities.
- Research highlights that class size reduction can interrupt patterns of disengagement for at-risk students, decrease the likelihood of adverse consequences, and increase the likelihood of positive behaviors and achievement over subsequent years. Class size research has shown a substantial relationship between class size and teacher and student attitudes.
- Smaller class sizes will promote a more positive learning climate. Higher achievement in smaller classes is mediated through teacher pedagogy. Favorable teacher effects (workload, morale, attitudes toward students) are more likely with smaller classes as well as favorable student effects (self-concept, interest in school, participation).
- Smaller class sizes will promote job embedded professional learning and more effective planning. Since each teacher's student load will also be smaller, reduced class sizes provide teachers an opportunity to spend out-of-classroom time on more effective and creative planning and less routine grading and management activities.

All students will be provided with instruction on drug and safety issues in a manner appropriate to their age and in alignment with the health and/or science standards for their grade. Required materials and training will be funded through local or partnership funds. Student services are provided through counselors and the school attendance officer. These programs are supplemental to the required instructional services and are paid for with QBE and local funds.

SDFS programs/activities are available to all schools for all students including those in alternative school settings, After School Programs, ISS, psychoeducational centers, or other settings addressing high risk youth. System counselors participate in a regional SDFS coalition that regularly assesses student support needs and provides professional development services and materials to meet the identified needs. Student mentoring services are also available on an individual basis.

Two institutions for neglected children exist in Long County (Group Homes). These students residing in the group homes attend Long County Schools and receive all services previously listed as well as additional services through Title I as needed. The Title I Director collaborates and consults with each group home director twice per year (Fall/Spring) to determine the needs of all N&D students. During the 2014-2015 school term, institution directors requested additional academic support for residents. The middle and high school will offer an after school tutorial program for all neglected students.

***14. A description of the services the LEA will provide homeless children who are eligible to receive services under applicable federal programs. The description should include the following:***

- a. An assessment of the educational and related needs of homeless children and youths;***
- b. A description of the services and programs for which assistance is sought to address the needs identified;***
- c. A description of policies and procedures, consistent with section 722(e)(3), that the LEA will implement to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youth.***

Long County School District works with the school counselors in the registration process to identify homeless children. The LEA coordinates with social services, family and children services and other agencies to identify children who qualify for services under McKinney-Vento. Annual professional learning is provided to all faculty and staff in an effort to more easily identify homeless students. Notifications are posted throughout the school system with homeless procedures and contact information for local and state contacts. Long County Schools is an active member of the Family Connections Collaborative and reviews with the collaborative each Fall the definition of homeless and the need to identify homeless children. The Long County School System identifies approximately 15-20 homeless students annually. However, Long County School District realizes the situation can change at any time and procedures are in place to assist the system as additional homeless students are identified. As homeless children move into our system, services such as extended day tutoring, transportation, and supplies will be provided. The Resource Officer, school counselors, and the Parent Involvement Coordinator are the key liaisons between all of the social service, community, and civic groups who can provide resources for our homeless students. Long County has a well-developed support system for transient families that can also be extended to the homeless. Churches contribute to all emergency situations as needed. Long County has a "Food Pantry" that is administered by the Family Connections Collaborative to help families in need. Both of these resources have been used extensively in the past. Because Long County Schools is sensitive to recognizing the difficulties of homeless children, on-going training is a component in our professional learning plan. For example, during the fall, an awareness session for each school is scheduled to ensure they know how to identify students who may be homeless. Topics will include identification, communication, registration and enrollment, documentation and providing support and assistance. The Title I Director will work with the Homeless Liaison to assess related needs of the homeless children and youths and plan strategies to meet those needs as the students are identified. Individual case information will be used to identify related needs such as a need for personal school supplies. To identify the educational needs of the homeless children, Long County will utilize the following assessment instruments: State testing information, teacher made and commercial rubrics, teacher recommendation, parent/guardian interview, Computer assisted programs such as ClassWorks and A+Learning, Star Reader, Online Assessment (OAS), and local Pre/Post test results. Available data and information will be used to produce a summary of needs on an individual basis. Title I funds will be set aside to provide the services described above and any additional services that are needed for homeless children in all schools. To ensure that homeless children are not stigmatized, the district will require professional learning each fall



on homelessness and will promote awareness. The district will provide a link on school system web page to information and resources concerning homelessness. The Long County School District requires each school to provide guidance/direction to teachers in reference to not isolating or stigmatizing homeless children. Information is posted in each school's teacher workroom on educational responsibilities and the definition of homelessness. The Long County District has an identified LEA homeless liaison. Our system uses resources from the GADOE to comply with some requirements of the McKinney Vento Act. The Long County School System's policy can be found at: <https://eboard.eboardsolutions.com/Index.aspx?S=4105>

## **15. Parental Involvement**

***In completing this section you should review the parental involvement strategies already defined in your LEA's parental involvement policy. The policy must include the items below, although other strategies may still be considered. As long as all the strategies below are addressed in your LEA parental involvement policy, it is recommended that you utilize much of that language in the text box below. By doing this, you will have met the requirements in this section for Title I, Part A, however, please be advised you still may need to add additional language for the other federal programs included in this plan descriptor. Please note: You may only include 10,000 characters (which includes letters, numbers, spaces – basically any strike on the keyboard) in the text box below. Therefore, you may need to further summarize the language from your LEA parental involvement policy to address all the required strategies listed.***

- a. How the LEA included state and local government representatives, representatives of schools to be served, parents, teachers, students, and relevant community-based organizations in the development of the Comprehensive Plan for Improving Student Academic Achievement.***
- b. How the LEA included opportunities for all parents of students receiving Title I services to be included in the development and yearly revision of the LEA parental involvement policy and in the decisions regarding how the 1% set-aside for parental involvement are allotted for parental involvement activities.***
- c. How the LEA will provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.***
- d. How the LEA will build school and parents capacity for strong parental involvement through the six requirements in law (Section 1118(e)) with particular attention on how to support a partnership among the school, parents, and community.***
- e. How the LEA will coordinate and integrate parental involvement strategies under NCLB with other community based programs such as Head Start, Reading First, Even Start, State operated preschool programs, etc.***
- f. How the LEA will conduct an annual evaluation of the content and effectiveness of parental involvement.***
- g. How the LEA will use data from the annual evaluation to design strategies for a more effective parental involvement policy.***
- h. How the LEA will involve parents in schoolwide activities.***

Long County School District developed the Long County Parental Involvement Policy in conjunction with School Council members at each school, principals, teacher leadership team members, parent advisory teams, parents attending the district's planning meeting, parents attending the school level planning meeting, central office personnel and student representatives. ALL parents have the opportunity to review and revise the parent involvement policy and plan by participating in one of the previously mentioned activities as well as by attending the October

Board of Education meeting when the policy is annually reviewed. Parents can also submit comments online on an ongoing basis. Currently, The Parental Involvement Policy is reviewed and updated, if needed, each fall by the Long County Board of Education during a regularly scheduled October board meeting.

During the annual summer Title I Planning meeting, parents have the opportunity to provide input on parental involvement expenditures with Title I funds. The 1% set aside is reviewed as well as the additional allocation typically provided to each school in addition to the 1% set aside. The district's CLIP is also reviewed at the annual planning meeting and input is requested on the district's website. Each school's allocation is reviewed during administrative meetings and input is provided by each school's leadership team. The 1% set aside is also discussed with each school council at the first school council meeting prior to the submission of the Title I budget. All Title I meetings are advertised in the local newspaper, on the district's Parental Involvement Facebook page, on the district's website, and by the automated calling system.

During the summer, meetings are held to review and plan the FLP for Long County Middle School. All parents of Long County Middle School students are invited to attend. An additional System Title I Planning session is held during the summer to obtain input from parents on the Title I program in the system. All parents are invited to attend. Announcements for both meetings are placed in the newspaper, on the system's website, and direct phone call notifications go out to all parents. The school level Title I Informational Sessions are held during October/November to review the Long County School System Title I Program and provide parents and stakeholders information on all federal programs. All parents are invited to attend. The meeting is announced through direct automated phone calls, newspaper advertisements, and the system's website as well as through social media.

The Parent Advisory Committees review and revise school compacts and parental involvement plans annually each spring and again in the fall. The parent involvement plans and compacts are presented and reviewed during community collaboratives throughout the year. Parents have an opportunity to review and comment on compacts and parental involvement plans during annual parental involvement activities as well as viewing on the system's website.

Each school holds an annual meeting to inform participating parents about Title I programs and an agenda, sign in sheet and other documentation is kept on file locally. The LEA reviews the effectiveness of school parental involvement activities annually utilizing a web based survey as well as documentation from parent activities, community/parent strategic planning sessions, and school council meetings. Individual program parent involvement data is also utilized during the spring needs assessment process to determine the needs of parents associated with specific subgroups. Title IC, Special Education, and Title III complete an additional parent survey relative to the individual program. The data is reviewed in the spring during the comprehensive needs assessment to determine parental involvement priorities.

The Long County School District and schools have carried out the six requirements to build parents capacities to be involved in the school. Examples of how our system meets the six requirements are included below:

- Assisting in understanding the State's content standards, academic achievement standards, assessments, monitoring a child's progress, and working with educators
  - Distributed by grade level the curriculum brochures
  - Curriculum updates to parents by grade level K-8
  - Course syllabi are sent home to parents in grades 9-12
  - Grade level newsletters
  - Pre/post test results are sent home to parents
  - Online Parent Portal
  - Academic Progress Reports
  - Weekly parent informational calls utilizing OneCall
  - Social Media (Facebook, Twitter, etc.)
  - Required "Academic Checkup" meetings with parents grades K-3
  - School level websites

Through participation in parental involvement activities at the schools, parents are taught strategies to help students improve academically, such as test taking strategies and effective study skills. The Long County School District provides support and technical assistance to schools on planning and implementing effective parental involvement activities and student achievement by:

- The Title I Parental Involvement Coordinator and the Title I Director work directly with school contacts and principals to provide onsite support related to compliance and effective parental involvement.
- Bi-monthly district leadership team meetings include parental involvement updates as a regular agenda item and principals can discuss parental involvement needs at that time.
- The Parental Involvement Coordinator collaborates with principals to monitor parental involvement activities and needs.
- Long County Schools provides annual professional learning and guidance to teachers on working effectively with parents and the importance of parental involvement.
- Parental Involvement programs for Title I, EIP, Special Education, Migrant and PK are integrated and sessions to meet the needs of each group are planned in conjunction with all programs.
- Program Directors, principals, and school level leaders plan together, provide services together, and evaluate the overall parental involvement program holistically.
- School system personnel make an effort to write materials that will be sent to parents in a user friendly language. The system provides translated materials for families/parents.
- Long County Schools utilizes the services of Migrant Support Specialists to provide support to migrant parents and family members.
- The school district maintains parent resources which are available for parents to use and/or check-out.

- The school system provides access to the facility with BOE approval for parent activities sponsored by outside organizations such as the Long County Family Connections Collaborative.
- Parents are involved in multiple areas of the school system which include but are not limited to Consolidated Application planning process, Red Ribbon Week Activities, Community Service Projects, Advisory Boards and School councils and school/ community workshops.

## **Title IIA**

The multiple responsibilities of program directors make the coordination of timelines, budgets and programming extremely efficient for a small school system. Monthly, all program directors, principals, and other staff members (System Leadership Team) meet with the superintendent to align projects, identify needs, review budgets, and review school improvement initiatives. (The system leadership team members are: the Superintendent, Assistant Superintendent, Special Education/PK Director, System Social Worker/Testing Director, Technology Director, Maintenance Director, School Food Service Director, Transportation Director, Financial Director, Federal Programs Director, and school principals.) Program directors serve as school system representatives on community boards and committees, and are actively involved in activities seeking input concerning the needs of students. School Councils review all school improvement, parental involvement, and equity plans annually and provide input and guidance concerning the needs of students and the community as a whole.

As additional needs are identified at the school level, principals bring the needs to the system administrative meetings and strategies are implemented to address each area of need. School improvement plans are revised at each school by the principal and leadership team to address identified needs. School level leadership team members include the school administrators, Instructional Coordinators, counselors, and department/grade level representatives. The Title IIA Director and/or principal meets with all paraprofessionals at each school site and the PK Center in the fall and in the spring to review the results of the needs assessment, discuss progress, and to determine if additional needs exist. The system plan is revised as system needs are identified. Collaboratively, these needs are prioritized on an equitable and collaborative distribution of available funds and resources.

Additional data/information is considered annually such as comments and suggestions gathered from the following:

- Community, parent, paraprofessional, teacher and student surveys are conducted each spring
- Parental Involvement activities such as Grade Level Curriculum Night for grades K-8, LCHS Parent Night, Back to School Bash, Parent Senior Night, Parent Academic Conference Night, Muffins for Moms, Donuts for Dads, Pizza for Parents, Parent Day for High School
- Student representatives (one 11<sup>th</sup> grade student and one 12<sup>th</sup> grade student are invited to attend committee meeting to provide input on student concerns)

- Long County Schools is a member of the Family Connections Collaborative which includes representatives from all governmental agencies and provides a forum for community concerns and issues to be addressed.
- School Council Meetings which have parent and community representatives
- Instructional Coaches
- School Leadership Teams/Task Forces at each site which include the principal, assistant principal, grade level/academic chairpersons, and Instructional Coordinators. Smiley Elementary has teachers assigned to a task force with each chairperson of the taskforce serving on the leadership team.

Stakeholders include:

- The system leadership team - the Superintendent, Assistant Superintendent, Special Education/PK Director, System Resource Coordinator, Maintenance Director, School Food Service Director, Transportation Director, Parent Involvement Coordinator, Financial Director, Federal Programs Director, and school principals.
- Community boards, committees, and organizations (Local businesses, Family Connections, Library Board, Chamber of Commerce, Religious organizations, 4-H Organization, Board of County Commissioners, and local law enforcement agencies.)
- School Councils, PTOs, Athletic Booster Clubs, Facilities meeting the special needs of students, local private school organizations, and home school parents.

***16. A description of the actions the LEA will take to assist its schools identified as Priority Schools, Focus Schools, and Title I, Part A Alert Schools.***

Long County School District provides support to all Title I schools. The Long County School District has a plan in place for the schools in our district when additional support is needed. Long County Middle School is identified as a Focus School. GaDOE provides onsite support through the services of a School Improvement Specialist. District program directors attend training sessions and meetings scheduled by DOE support specialists to provide additional support to the schools. The district develops the FLP with the assistance of the school and parents in an effort to best meet the needs of students. The Georgia Department of Education provides training, school improvement documentation, and technical support from program specialists who provide guidance for the system and school. Alignment of each school's goals to the system goals ensures that professional development will be provided in areas of assessed need for schools. Long County School District supports all schools by providing assistance by the superintendent and central office personnel in the development of the improvement plans, as well as assistance in budget development and planning. Professional development was offered system-wide for implementing co-teaching to improve student achievement for SWD students. Professional learning and assistance with data analysis to inform instructional decisions has been conducted at each school. Through the analysis of data, all schools revise the School Improvement Plan annually to address identified target areas based on CCRPI data and school collected data. Resources are provided to outline the continuous school improvement process for all schools. The School Improvement Division of the State Department of Education provided training on the School Improvement process and resources for data analysis to assist with the planning process. Central office staff, in addition to the school leadership team, monitors the implementation of the improvement plans through the regular use of school focus walks, administrative team meetings, school level collaborative sessions, analysis of pre/post tests, and review of instructional plans/units by Instructional Coordinators.

Central office personnel coordinate technical assistance from GADOE, RESA, private agencies and other governmental agencies. Professional learning activities which address the specific areas of need are provided for system and school leadership personnel as well as school level staff. Examples of professional learning include: updates on Georgia's Accountability Program (CCRPI), data analysis, implementing an effective evaluation system (TKES/LKES), maintaining data integrity, UDL, Effective Teaching Strategies, etc. Data is continuously posted which shows the impact of the intervention/strategy on student achievement and presented at community meetings, BOE meetings, and parental involvement activities. Formative assessment results such as student progress charts and pre/post test results provide evidence of progress toward goals.

Leadership development opportunities are offered and time is provided by the system to allow principals and leadership teams to attend professional learning. Mentors are provided to principals and additional support is provided as needed. Central office personnel provide peer reviews of improvement plans for all schools. School level instructional coordinators, the principal, and the assistant principal monitor the implementation of the school improvement plan

by classroom visits, focus walks, and reviewing assessment data. They are assisted by central office personnel and the superintendent.



***17. A description of the actions the LEA will take to implement Flexible Learning Program (FLP) for schools identified as Priority Schools, Focus Schools, and (where applicable) Title I, Part A Alert Schools.***

In FY 2012, Walker Middle School (now Long County Middle School) was designated a "Focus School" and offered a Flexible Learning Plan to all eligible students. Walker Middle School targeted the core content area of mathematics and focused on serving all Tier One students. The Long County School System did not have funding to reach the level of the Tier Two student roster. Students for Tier I were identified based on F/R status, not meeting state standards and prior performance in mathematics. Academic services were provided in a lab environment for 4 hours per week utilizing online curriculum resources to meet the individual needs of all students. Student learning plans documented progress and highlighted additional areas not previously targeted.

During the needs assessment process, the district reviewed the needs of the FLP for FY15. Parents and students were included in the needs assessment process through surveys, online comment opportunities, and the district FLP planning meeting. The Long County School District will complete all required actions and documentation for parents related to implementing the FLP at Long County Middle School. A parent notification letter is mailed to all parents as notification of school's status and the educational services available due to the FOCUS school designation prior to the first day of school. The letter requests a response from parents concerning participation. The procedures to determine each student's eligibility is explained and parents are informed of the availability of assistance during all parental involvement meetings and activities for the district as well as both schools. All documentation is kept on file in the Title I Office.

The FY15 FLP will be offered to students in grades 6-8 during the school day and will target instructional support in the area of mathematics. Students will receive supplemental instruction during the school day during exploratory time as well as small group support during the academic content class in addition to the instruction provided by the regular content teacher.

Information concerning the FLP, once approved, will be posted on the system website and is posted in the newspaper. Flyers are placed in local businesses and posters promoting the FLP are posted in both schools. Long County School District obtains and maintains a copy of the following documents: a current list of students by rank, a list of schools offering FLP and the schedule of services, and the eligible students participating at each school.

**18. A description of how the LEA will ensure that teachers and paraprofessionals meet the highly qualified requirements in Title I section 1119, QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS. Description must include:**

- a. Highly Qualified trend data for LEA and school**
- b. Information about numbers of teachers (disaggregated by subject taught and grade level) who lack certification and who are NOT designated as highly qualified;**
- c. Activities of how the LEA will develop strategies and use funds to support teachers in becoming highly qualified;**
- d. The percentage of teachers and administrators who are technologically literate; the method(s) used to determine teacher and administrator technology literacy; and strategies the school system will implement to increase the percentage of teachers and administrators who are technologically literate;**
- e. A description of how the LEA will certify that all teachers in any language instruction educational program for limited English proficient students that is, or will be funded under Title III, are fluent in English and any other language used for instruction, including having written and oral communication skills;**

A needs assessment is conducted at each school site in May to determine each teacher's perception of his/her professional learning needs as well as the professional learning needs of the school as a whole. Also the annual RESA needs assessment is conducted and reviewed by each Leadership Team and Principal to determine how FDRESA can better meet the needs of the Long County School System. Professional learning is regularly scheduled, including workshops and meetings, to help staff members examine and better utilize test results in instruction. The Title IIA annual needs assessment is completed by the Title IIA Director in conjunction with each building principal and leadership team to review the HiQ status of each teacher and/or paraprofessional and the specific needs of those not meeting HiQ requirements. (School leadership teams are composed of teachers from each grade level and content area as well as Instructional Coordinators.) These results are typically reviewed and discussed annually at each school's first school council meeting. The superintendent meets bimonthly with all administrators and HiQ status and teacher retention is a required agenda item once per month for principals to provide information on the status of teachers/paraprofessionals, HiQ status, and instructional issues that need to be addressed through professional learning. During the Title IIA needs assessment, data is disaggregated by each teacher's number of years of experience. Class size data is also reviewed as well as certification status.

The Title IIA Equity needs assessment includes a review of data disaggregated by school/grade level for the following:

- Number of years experience
- Average class size for each teacher
- Demographics of students served by gender, race, instructional setting and F/R status

Equity deficits identified through collaboration with principals, instructional coordinators, and leadership teams are addressed in each school's comprehensive school improvement plan.

At the beginning of each year and when preparing set-asides for the Consolidated Application, the Director of Federal Programs reviews information regarding the status of HiQ teachers. This information is used to determine the professional learning set-aside amount for highly qualified teachers. A request for a lesser amount than suggested on the worksheet is typically submitted on the Consolidated Application. All teachers and paraprofessionals who are paid with federal funds are required to meet HiQ status. The Director of Professional Learning also reserves funds to help teachers meet this status level when necessary.

Parents are informed of their rights to know the qualifications of their child's teacher. This information is made available through parental involvement activities, flyers, the student handbook, district and school websites, and other newsletters sent home with students. If a student has been assigned to or has been taught for four or more consecutive weeks by a teacher of a core academic subject who is not highly qualified, parents are provided a timely notice. All notices and information required must be in a uniform and understandable format and, to the extent practicable, in a language that parents understand. Parents may request and receive information regarding:

- Whether the teacher has met state qualifications for the grade levels and subject areas in which the teacher teaches.
- Whether the teacher is teaching under emergency or other provisional status.
- The baccalaureate degree of the teacher and any other graduate certification or degree held by the teacher, as well as the particular field or discipline of the certification or degree.
- Whether the student is provided services by paraprofessionals.

Parent notification is not required for the following:

- For teachers who do not teach core academic subjects in Title I schoolwide or targeted assistance programs.
- For paraprofessionals who are not highly qualified.

Principals and/or the Title I Director are required to send a letter to the parents of those students who are taught four or more weeks by a teacher who does not meet HiQ status.

The Title IIA Director attends monthly Leadership Team meetings facilitated by the district superintendent and the highly qualified status of teachers is discussed at each meeting as a regular agenda item. The Principal's Attestation form is completed in August/September at the Federal Program Technical Assistance Meeting with principals and remediation plan requirements are reviewed for each teacher who is not HiQ or who does not hold a clear certificate. At the beginning of the CPI-I data review, the Title IIA Director compares the Principal's Attestation Form to the data submitted for CPI. If it is determined that a teacher is not highly qualified, a letter is mailed by the principal or the Title IIA Director to provide notice to the parent that their student has been taught core academic content for four or more consecutive

weeks by a non-highly qualified teacher. It is the principal's responsibility to provide notice to the teacher that the letter is being mailed.

The payroll supervisor, in collaboration with the Title II Director, monitors the absences of core academic teachers to determine if a non-highly qualified notice is warranted for a teacher on leave. Principals are encouraged to cover maternity leave with a retired, highly qualified teacher whenever possible.

All programs are subject to the exercise of internal controls as mandated by and compiled within the district's internal control procedures available upon request at the central office. The Long County School System has multi-level internal controls to ensure that transparency and fiscal responsibility are in place for expenditures of federal funds. The indirect cost calculation, chart of accounts, and GAORS are provided by GaDOE to plan, budget, expend, and draw funds. Funds are drawn-down from GAORS upon expenditure of funds. No funds are requested that have not been expended.

Title II is monitored by the Title II personnel of the GaDOE. The Title II monitoring instrument is used to determine compliance.

Principals are required to verify compliance with Section 1119 of NCLB regarding the highly qualified status of teachers and paraprofessionals by signing a Principal Attestation. The principal attestation form is provided to the principals at the beginning of the year at the technical assistance meeting. Copies of the attestations are maintained at each school, at the office of the Director of Federal Programs located at the central office, and are available to the general public upon request.

During FY14, two high school teachers were not highly qualified for a percentage of the day and one high school history teacher was not highly qualified for second semester. In FY 14, 100% of all paraprofessionals were highly qualified and 99.45% of all teachers were highly qualified as defined by Title IIA.

During the hiring process, our goal is to only consider those applicants who meet HiQ requirements. As administrators strive to select the most highly qualified teachers and paraprofessionals, emergencies exist periodically in high need areas such as high school mathematics, science, and special education. In the event a teacher is hired who is not HiQ, he/she is immediately provided guidance and support to obtain HiQ status and the classroom assignment of students is monitored closely.

At the beginning of the year, the Title IIA Director finalizes the initial list of remediation plan participants and the initial list is reviewed with each principal. For teachers who are not HiQ, not fully certified, or who obtain a provisional (Induction) certificate, the Title IIA Director reviews the requirements with the teacher when hired, or when the certificate is obtained, and a remediation plan is developed in collaboration with the teacher and building administrator. These remediation requirements are reviewed with teachers new to the system during new teacher orientation with one-on-one sessions with the Title IIA Director. Returning teachers are required to schedule a meeting with the Title IIA Director to review progress and review requirements

each semester. Teachers not making adequate progress will be placed on a Professional Development Plan.

Each teacher following a remediation plan is required to provide documentation of "adequate progress" at the beginning of each semester or as applicable for needed requirements. The remediation plans are monitored by the building level principal and the Title IIA Director. The Title IIA Director and the principal review the plans with each teacher again in the spring to determine additional needs, review progress, and plan for the next school term. The Long County School System is a small rural system and affords administrators the ability to work closely with teachers needing guidance and support to obtain HiQ status and/or a clear renewable certificate.

Title IIA funds provide professional learning opportunities, tuition reimbursement, and GACE fee reimbursement for teachers seeking a full certification, for teachers pursuing HiQ status in an alternate area as required by the system, as well as class size reduction teachers.

Our system employs three ESOL teachers. All are highly qualified teachers and fluent in English, which is the language of instruction. During the planning for each school year, each principal and the school counselor schedule all students.

**19. A description of how the LEA will provide training and/or incentives to enable teachers to:**

- a. Teach to the needs of students, particularly students with disabilities, students with special learning needs (including those who are gifted and talented), and those with limited English proficiency;**
- b. Improve student behavior in the classroom;**
- c. Involve parents in their child's education; and**
- d. Understand and use data and assessments to improve classroom practice and student learning.**
- e. Become and remain technologically literate.**

The Long County School System will allocate part of Title I, Title IIA, Title VIB funds and state professional learning funds to support the professional learning needs of teachers to improve instruction and increase student learning. The funding will be utilized to target the needs identified during the comprehensive needs assessment process. The funds will be utilized to pay teachers stipends for attending summer workshops and trainings to the extent possible in an effort to reduce the need to take teachers out of the classroom during instructional time. The classes in the summer include: Differentiated Instruction, UDL, Implementing Georgia Curriculum Standards, technology, Effective Teaching Strategies and Data Analysis.

Specific training on content is identified by student academic data by School Improvement Teams at each site. The system has provided training to align the curriculum, include differentiated instruction activities, and improve the quality of instruction provided in each academic area. Title I, Title IIA, state funding, and Title VIB funds are utilized to pay teacher stipends, pay for substitute teachers, fund consultant fees, and purchase materials and supplies.

HiQ teachers are provided extensive opportunities to participate in high quality professional development such as national conferences, endorsement programs, and site specific content training as a measure to encourage continued employment with the Long County School District. Instructional Coordinators are employed in each school and have the responsibility of providing targeted professional learning as well as mentoring teachers new to the Long County School System. To recruit and retain highly qualified teachers and paraprofessionals, the Long County School System will participate in recruitment fairs as much as possible, will upgrade the system website to provide information for prospective employees, and will post position announcements at neighboring colleges and universities when needed.

Long County School District matches the training offered to teachers to the academic needs of students. The disaggregation of data has clearly shown that a gap exist for students with disabilities. As a result of this analysis, the district is committed to teaching children with special needs with the inclusion model as much as possible.

To better serve our Migrant and EL population, the ESOL teacher and Migrant Family Intervention Specialists regularly attend training to meet the specific needs of these students. The district also encourages regular education content teachers to obtain the ESOL Endorsement.

Professional Learning opportunities for teachers, administrators, counselors, school nurses, family resource coordinators, paraprofessionals, and other school personnel including those working in alternative schools, psychoeducational centers, and after school programs, include the following: learning styles, classroom management, student success strategies, parent involvement, School Counseling Collaborative, utilizing the district's curriculum software, bullying prevention and intervention, current drug trends, violence prevention and intervention, developmental assets, support groups, school safety, and teacher mentoring.

The superintendent meets bi-monthly with all central office administrators. HiQ status, teacher retention and recruitment, professional learning and more effective instructional strategies are discussed regularly. Each principal provides information on the status of teachers/paraprofessionals, HiQ status, and instructional issues that need to be addressed through professional learning during these sessions.

As additional needs are identified at the school level, principals bring the needs to the system administrative meetings and strategies are implemented to address each area of need. School improvement plans are revised at each school by the principal and leadership team to address identified needs. School level leadership team members include the school administrators, Instructional Coordinators, counselors, and department/grade level representatives. The Title IIA Director and/or principal meets with all paraprofessionals at each school site and the PK Center annually or as needed to review the results of the needs assessment, discuss progress, and to determine if additional needs exist. The system plan is revised as system needs are identified. Collaboratively, these needs are prioritized on an equitable and collaborative distribution of available funds and resources.

Additional data/information is considered annually such as comments and suggestions gathered from the following:

- Community, parent, paraprofessional, teacher and student surveys are annually
- Parental Involvement activities such as Grade Level Curriculum Night for grades K-8, LCHS Parent Night, Back to School Bash, SACS/Strategic Planning Sessions, Parent Senior Night, Parent Academic Conference Night, Muffins for Moms, Donuts for Dads, Pizza for Parents, Parent Day for High School, etc.
- Student representatives are invited to attend committee meetings to provide input on student concerns.
- Long County Schools is a member of the Family Connections Collaborative which includes representatives from all governmental agencies and provides a forum for community concerns and issues to be addressed.
- School Council Meetings which have parent and community representatives
- Instructional Coaches

- School Leadership Teams/Task Forces at each site which include the principal, assistant principal, grade level/academic chairpersons, and Instructional Coordinators.

The Long County School System will continue to utilize the following to assess the system's ability to meet the diverse needs of students: informal and formal observations, lesson plan reviews, self-assessments, leadership team walkthroughs, TKES data, benchmark/pre-post assessment data, employment of Instructional Coordinators, and collaborative planning session notes. Each teacher's evaluation will include addressing teacher attendance, observation data, professional learning, and student progress based on test data. Individual classroom and content area testing data by all subgroups will be utilized to gauge instructional effectiveness and differentiation needs.

Long County School System will focus on continued professional learning in the differentiation of instruction until all instructional units are rich with activities to meet the needs of all students. Instructional Coordinators will continue the differentiated instruction professional learning and curriculum alignment professional learning with a focus on implementing the state standards, familiarizing teachers with the WIDA standards, and utilizing differentiated instruction to meet the needs of EL, migrant, and special needs students.

GLRS, private consultants, and FDRESA will supervise and facilitate the additional training to assist with implementation of the district's professional learning plan. Since all of our schools are Title I schools, parents in the community have the opportunity to have input on the Title I program by participating in annual forums at each school. A primary goal of the Long County School System is to effectively utilize data analysis to improve the quality of professional learning opportunities.



**20. *A description of how the LEA will develop a three-year professional learning plan that will be included in the LEA Comprehensive System Improvement Plan according to the requirements in Rule 160-3-3-.04 PROFESSIONAL LEARNING***

Annually, each school in the Long County School District participates in a needs assessment survey. This data is utilized to update the professional learning components of each school's improvement plan. Central office personnel review the results at the district level to update the district professional learning priorities.

The instructional coordinators analyze student results, conduct professional learning with each teacher to analyze student and class results, make instructional plans, and monitor progress of students. Through the analysis of student data, survey results and through the annual professional learning needs assessment results, each school identifies and documents professional learning priorities in the individual school's improvement plan. Each school principal, along with the professional learning coordinator, develops the system plan with other program directors.

**21. A description of the activities that the LEA will carry out with program funds, including professional learning for teachers and principals and how their activities will align with challenging state academic standards. The description should outline the LEA professional learning programs and sources. The LEA professional learning programs should be consistent with nationally established criteria for quality professional learning, with such characteristics as incentives, self-directed learning, and authentic connections to actual work.**

The supplemental professional learning activities provided by Long County School District fall into several categories, all of which conform to the guidelines presented in federal programs Title IA, Title IC, Title IIA, Title III, and Title VIB. Teachers are reimbursed for any courses or tests that are required to become highly qualified. Professional learning activities are provided for all staff including bus drivers, paraprofessionals and school nutrition personnel. Long County School District believes every employee of the school system contributes to the academic success of all children.

During FY2014, 100% of teachers participated in at least one professional learning opportunity.

The following professional learning opportunities were provided in FY14 in Long County:

- Curriculum Implementation
- Grade Level/Content Area Collaboratives
- SLO Development
- Differentiated Instruction
- Specific Content Classes/Workshops
- Classroom Management
- Technology Integration Bus Safety
- CPR Certification
- School Law
- Co-Teaching
- Data Utilization
- Professional Conferences
- Effective Data Reporting
- ESOL/Gifted Endorsement
- Mentoring
- Writing
- Implementing TKES/LKES
- Assessment for Learning
- Writing Effective Commentary
- Guided Reading Strategies
- WIDA Standards and Effective teaching strategies for Migrant and ELL students
- SIOP

***22. A description of how the LEA will notify private schools of availability of funds to serve eligible children in each applicable federal program.***

For Title I, ALL private schools serving one or more students from the Long County School District are notified annually in October of an opportunity for a consultation meeting via certified mail. In addition private school personnel from private schools within the school district are invited to a consultation meeting for Title IIA, Title III, Title IV, Title VIB, and IDEA.

Private schools are informed annually in October that if they qualify for services and wish to participate, the private school must consult with the district to develop a plan.

Private schools are notified by letter with U.S. postal registration receipt of an invitation to a consultation meeting with school district personnel to discuss the availability of funds to serve eligible private school students. Opportunities for meeting private school professional learning needs are also discussed. The notice includes the specific time, date and location of the consultation meeting, a response form, and Title I contact information. Arrangements are made for alternative meeting dates if the one originally selected does not meet the needs of the private school. At the designated meeting, schools plan together for the services they need and a process for handling complaints is discussed.

If, upon completion of consultation, private schools are interested in participating in relevant federal programs, a timely planning meeting is scheduled. The planning meeting provides private schools the opportunity to participate in the design, development and implementation of the academic program and the professional learning plan.

Eligible private school students receive services on an equitable basis. The Long County School District will set aside an equitable share of funds for private school professional learning activities if necessary and will work with special education and other programs to meet requirements.

**23. Review and revision of the LEA Comprehensive Plan for Improving Student Academic Achievement - LEA discusses how it will annually update the test data and other student/teacher information in its needs assessment. The LEA describes the specific steps it will take to evaluate the progress it has made toward meeting its goal in the CLIP and how it determines if changes need to be made and how it will share its results with schools.**

The Long County School System receives updated data and additional statistics and information about Long County Schools annually via the state's accountability process. The school district summarizes the data and reviews all student and teacher data transmission reports to identify areas of need. The school district updates the existing profile to look for trends and evaluate the progress of current programs. Long County School District reviews historical data to compare current progress to past performance. Once data is reviewed, the district leadership team and the individual site school improvement teams determine whether or not benchmarks toward the improvement goals were met. The Long County School District determines changes that need to be made by reviewing and analyzing the data which identifies trends in specific content areas, subgroups, and other student information. The district identifies system/school strengths and opportunities for growth and changes are made based on determining what needs to continue, what needs to be abandoned, and the initiatives that need to be investigated and/or implemented. The Long County School District compares current implementation plan strategies between schools and reviews the effectiveness of each strategy. The plan is revised on an ongoing basis as needed.

The superintendent shares system level results with the school administrative staff in staff meetings bimonthly and at school level meetings. Data is posted on all schools to provide visuals to monitor progress. The elementary, middle and high schools post data in the hallways and teacher conference rooms for visitors to see and review. Information is also posted on the district's website and in parental involvement brochures and flyers.

Parents are included in the annual needs assessment and have opportunities to review data and provide input through specific parental involvement activities at each school site, school council meetings, and through the annual Title I Planning meeting. The district Parent Advisory Team reviews the Comprehensive LEA Improvement Plan (CLIP) during the spring and again each August to provide input for suggested revisions. Academic requirements, the Comprehensive LEA Improvement Plan, information concerning all federal programs and school improvement initiatives are provided at all parental involvement activities. Parents are involved in the revision of the CLIP and school improvement plans through electronic feedback as well. Feedback is solicited from the district's website on an ongoing basis. Feedback on the CLIP is requested via social media. Hard copies of the CLIP and LEA Improvement Plan are available at each school's annual Title I meeting. The CLIP is annually reviewed by the Family Connections Collaborative which consists of members of all community and faith-based organizations.

School representatives serving on community boards and committees also review data and improvement initiatives with stakeholders and annually request input for improvement on the district's CLIP and action plan. During the strategic planning process, community stakeholder

focus groups provide input and value feedback for the district leadership team as revisions are made.

An annual needs assessment is conducted by the district leadership team to refine, improve and strengthen services for students and school personnel. Additional information for conducting reviews and revision of the System Improvement Plan annually include the following: Review of evaluations from professional learning activities; TKES data; CCRPI Reports; Analysis of state mandated assessment including local off grade level testing; Review of student grades at progress report time and percentage of failures; Review of student records to determine on track status toward graduation by subgroup when needed; Review staff surveys, parent and student surveys; Teacher and parapro HiQ reports; Equity data; Input from school's leadership teams; Safe and Drug Free Schools data; minutes of community meeting; and, SACS reviews.

**24. A description of how the LEA will provide supplemental support services for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services.**

The Long County School System has three bilingual Migrant Student Services Providers (MSSPs) trained by the GaDOE MEP Region I Office who interview all the families that fill out the occupational survey in the district's enrollment packet. During the interview, information concerning eligibility is gathered by collecting the family's migratory history. This information is then sent to the GaDOE MEP Region I Office for a final review. If eligibility is established, a Certificate of Eligibility (COE) is issued. The school migrant specialist will then schedule the student for tutorial services on a daily or weekly base according to the priority assigned to the student by the DOE. Supplemental Services are provided to the students in addition to other Title I services. Other outreach services are provided to migrant families by the local system from the migrant specialists in a language which parents understand which include: Guidance, Social Services, Health, Dental, Nutrition, Post-secondary guidance, School Readiness, and Transportation.

Beginning in 2014-2015 school year, every student listed on the CER will be listed on the Supplemental Service Form to monitor services for all migrant students. The district's 2014-2015 implementation plans include a School Readiness Plan to continue to serve each of the migrant PK students. The MSSP will implement the plan, administer the pre and post school readiness assessments as required by the implementation plan, and the MSSP will maintain documentation of implementation. The MSSP will be responsible for ensuring that any P3 or P4 student who is identified immediately after resigns at the beginning of the year, or at any time during the year, is served by PK or the School Readiness IP. Documentation of services will include a copy of the student's enrollment form from PK or HeadStart. The MSSP will monitor the attendance of the student monthly to ensure the students remain in the program. If a student drops out of the program, the MSSP will serve the student through the school readiness program. P3 and P4 students will be served during the summer through a School Readiness Implementation Plan, as migrant funds are available. OSY migrant students will be served through the implementation plan for the OSY Health Program. Currently, there are 4 migrant students listed as a drop out. The Migrant Student Service Provider will conduct a needs assessment specific to the group and an implementation plan will be developed to meet the individual needs of the migrant drop outs. Each IP will be evaluated as stated in implementation plan. All migrant funded services are monitored and evaluated by the Title I Director. MSSP directed services are documented through onsite observations and follow-up by the principal and Title I Director. Each MSSP is observed twice per semester.

The Long County School District will coordinate with GaDOE MEP Region I Office staff to provide services to eligible migrant participants such as services and programs provided by postsecondary institutions (ABAC, Armstrong Atlantic University, etc.) Regular classroom teachers have access to interpreters and are instructed by the principals to translate documents to the student's home language. Migrant students who are identified as EL's receive regular ESOL instruction on a pull-out basis. The ESOL teacher utilizes a variety of resources including bilingual dictionaries, computerized instruction in the student's native language, and bilingual

CD's. Several staff members are fluent in Spanish, which enables them to speak with parents and to provide the necessary information in the student's and parent's native language.

***25. A description of how the LEA will promote interstate and intrastate coordination of services for migratory children, including how the LEA will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another.***

Guidance counselors at each site transfer records of all migrant students in a timely manner, within ten days of the time of their transfer. The records clerk and the migrant specialist work together to ensure that the family either takes all the student's records with them at the moment of withdrawal or they receive all the required information needed for transferring the student's records via fax. At the time of withdrawal, a folder containing the FERPA rights, which had been provided by the GaDOE MEP Region 1 Office, is given to the parents for the safekeeping of their documents. Also, all the information recorded on the Certificate of Eligibility (COE) issued by the GaDOE MEP Region 1 Office after their eligibility was established is documented in the State's migrant student record system and is available to other State's school districts and national migrant educational programs.

Many of our migrant students are also identified as EL's, which means teachers have access to the WIDA Consortium database to help them to gain needed information to serve the students and design an appropriate instructional plan. Special programs and incentives provided by the Georgia Department of Education are made available to all migrant students.

The Long County School System provides training to the records clerk at each site on how to read Mexican birth certificates and academic transcripts. Each school has the support of the MSSP to determine appropriate grade level and academic support needed for each migrant student.

The system will utilize MSIX to access course credit and health records when needed by counselors and registrars so migrant students can be appropriately placed and enrollment can occur in a timely manner. Each MSSP onsite will review the availability of MSIX annually with office personnel and counselors involved in student enrollment and placement.



***26. Identification and recruitment of eligible migrant families and youth - LEA describes its processes and procedures for identifying and recruiting migrant families and students residing within the LEA. The LEA describes the training it provides for staff responsible for identifying and recruiting migrant families.***

See MEP ID & R Plan on attachment tab.

***27. A description of how the LEA will provide resources for the purpose of establishing best practices that can be widely replicated throughout the LEA and with other LEAs throughout the State and nation.***

The school improvement process is ongoing at each site and at the district level. During the spring/summer planning, student, school, and district level data is reviewed to identify strengths and weaknesses as well as determine effectiveness of interventions and programs. Faculty members, as well as others on the school improvement teams, make decisions on programs and interventions to implement to serve all students. These teams also identify subgroups to target and decide how to utilize the district's resources to fund the special projects/interventions needed. The school/system leverages different sources of funding and combines resources to deliver special projects/programs and on-site professional learning opportunities that support innovative and school based reform efforts. The system/school evaluates these projects and other research based-programs annually to determine if such projects are meeting the district's goals. Evaluation results are presented to each faculty, the board of education, and community organizations along with other assessment/CCRPI data.

All programs serving Title III EL students are presented in the least restrictive manner possible and with comparable facilities and materials to those used for non-EL students. The Long County school system belongs to the First District RESA Safe and Drug Free Schools and Communities Program consortium. The consortium provides an avenue for sharing programs, strategies, materials, and outcomes among systems.

Strategies for establishing and sharing best practices include:

- Piloting innovative strategies, such as utilizing extended learning effectively in a school, and working out problems and conducting an evaluation to determine whether and how to expand to other classrooms and schools.
- Creating and sharing best practice videos on teaching strategies, which are accessible in the district office or online
- Creating a bank of unit plans that are continually being developed among staff within and collaboratively with other schools
- Utilizing system staff and external experts to work with teachers to improve classroom instruction
- Creating discussion groups for teacher collaboration and sharing of ideas
- Conducting book study groups on relevant educational literature
- All projects are evaluated at least annually to determine whether and how to expand exemplary concepts throughout the school system. This evaluation includes teacher, administrator, student and parent surveys, course evaluations, or cost/benefit analyses in addition to student assessment data
- Teachers are encouraged to share their ideas for projects with building-level administrators and system departmental personnel
- Administrators are encouraged to seek out innovative funding strategies to share with the system-level personnel and the school board

Seeking out strategies nationwide that address:

- Standards-based, research-based instruction

- Effective tools to collect, manage, and analyze data and conduct job-related tasks to inform instruction and school improvement efforts
- Designing, equipping, and implementing 21st Century learning environments
- Assessing teacher and student technology literacy
- Improving parental involvement and school-home communication
- Innovative models for funding
- Implementing high-quality professional learning programs that increase teachers' skills to teach more effectively and engage students

***28. A description of how the LEA will take steps to ensure that all students and teachers have increase access to technology. Include the strategies to be implemented to increase or maintain access to technology and to establish or maintain equitable technology access.***

All teachers have classrooms rich with technology to include iPads, computers, chromebooks, etc. The district has an average number of three computers located in every classroom for student use. As computers/equipment become inoperable, older models are replaced with more current technology.

All schools have academic computer labs, mobile labs, and SMARTBoard/Mimio in the classrooms. We have also introduced Google Chromebooks to all educational levels.

The technology department maintains a spreadsheet which tracks the number, model, serial number, and age of all technology in the system. Periodic reviews of the inventory, with specific attention to line item details, occur annually during the formation of the system budget. Trends will be assessed and evaluated with emphasis placed on ensuring that technology is equitably located throughout the system. During the 2014-2015 school term, we will be transitioning to the Destiny Asset Management for use in tracking technology inventory assets.

During the summer replacement time, redistribution of equipment for all schools will be leveled out so that all classrooms are treated equally.

Closing the achievement gap between special education and specific subgroups is a major goal in the Long County School System. We have seen considerable gains in these areas in the last two years. Technology is one of the strategies used to close the gap. The Special Education Department identified several programs particularly suited to special education students. Regular education and special education teachers work together to put programs in place to bridge the gap between students with disabilities and regular education students. They have been very effective in meeting the performance targets as laid out in each school's improvement plan.

***29. LEA's long-term strategies for financing technology - LEA discusses its long-term funding strategies for financing technology. Any goals funded with E-rate shows what percentage of the program is funded with E-rate funds and what percentage is funded through another source.***

The Long County School System utilizes a mixture of federal, state and local funds to support technology integration in the classroom. Long County has increased the utilization of E-rate and has recently received confirmation that applications have been accepted. This will enable us to move more rapidly to replace some of the aging student computers and to upgrade the infrastructure to support future growth in student numbers and functionality. Long County School District aggressively pursues grants and has been very successful in that area. The district has been successful in renewing the SPLOST. Long County Schools annually assesses technological needs during the budgeting process and technology funding priorities are established.

***30. A description of how the LEA will evaluate the extent to which technology integration strategies are incorporated effectively into curriculum and instruction. Describe how the LEA will ensure ongoing integration of technology into school curriculum and instructional strategies so that technology will be fully integrated.***

See Long County School District's response to descriptors 4, 7, and 28.

***31. A description of how the LEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula (e.g., distance learning).***

Long County School District has leveraged state, local, and federal funds received by implementing projects which have provided greater access to technology and have provided a curriculum rich with technology. Federal grant funds available for an improved infrastructure provide the needed support to continue implementation of the systems technology plan. Long County Schools continues to encourage teachers and administrators to think creatively in the planning process and to create innovative ways to increase the rigor of the curriculum through the integration of technology and web based course offerings.