

**Long County Schools**  
**Title I Plan**  
**2015 – 2016**

**Mission**

To ensure a quality education for all students by providing a safe and effective learning environment where students have the opportunity to be challenged and academically successful.

**Vision**

Long County Schools will be an exemplary system where all students are college and/or career ready.

**Beliefs**

**In Long County Schools, we believe**

1. All students can learn and should be challenged.
2. All students are valued individuals with unique physical, social, emotional, and intellectual needs.
3. Students learn best when they are actively engaged and share accountability for their learning.
4. A safe, secure, and structured environment is critical to student learning.
5. Students must be prepared for a life of continuous learning.
6. Attendance by students and staff is essential for optimum learning.
7. Recruitment, employment, and retention of highly qualified staff is essential.
8. Effective management of operational and financial processes ensures optimal resources for student success.
9. Decisions – instructional and operational – should be data driven.
10. The Long County School System, School Board, parents, and community share the responsibility for advancing the school district’s mission.

We continually aspire to a future where each student engages in interesting, challenging, and satisfying experiences that result in profound learning in academic disciplines, synthesis, creativity, respect, and ethics.

All LCSS schools are schoolwide Title I schools. No schools are currently under the old NI status with required school improvement plans. One school, Long County Middle School, is designated as a Focus School under the new ESEA waiver process.

**Component 1: Comprehensive Needs Assessment**

Multiple indicators are used to gauge long term progress in student achievement, student and stakeholder satisfaction, and determine program effectiveness. Assessments are used to determine the academic success and meet the individual needs of students. Students are assessed using all state mandated assessments. When teachers or parents refer students for “gifted” services, students will be administered a test of mental ability using

the CogAT or OLSAT, as well as other assessments for multiple criteria. Benchmark assessments are used to provide teachers with timely information each nine weeks regarding student mastery of standards. Teachers work collaboratively to design instruction to address hard to teach/difficult to learn concepts. Stakeholder satisfaction is measured using annual student, parent and teacher surveys as well as through feedback provided at parental involvement activities. Information regarding professional learning needs is gathered using staff surveys, administrative input, assessment data, informal data, and information gathered from analysis system needs reviewed during district leadership team meetings.

Below is a sample listing of assessment techniques implemented throughout the Dalton Public Schools to: determine the success of children in meeting the State student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards ; to assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under applicable federal programs to meet state student achievement academic standards and do well in the local curriculum; to determine what revisions are needed to projects so that such children meet the state student academic achievement standards ; and to effectively identify students who may be at risk for academic failure through the use of screening, diagnostic, and classroom-based instructional assessments;

- EOC
- GAA
- EOG
- SAT
- PSAT
- ACT
- ACCESS for ELLs
- Alternate ACCESS for ELLs
- Advanced Placement Exams
- Observations/Walkthroughs
- GKIDS
- District developed tests
- W-APT (ESOL)
- Teacher-made tests, quizzes, and prompts
- Publisher-created tests, quizzes, and prompts

## **Component 2: Strategies for Reform**

Teachers rely heavily on the state standards and benchmark assessments to design instruction in all content areas. Additionally, teachers work in grade level and content collaboratives when designing work for students, especially around the most difficult to teach. Much of this design work is supported by ongoing professional learning. Technology resources are being increasingly used as a part of supplemental instructional design including but not limited to personal

technology devices, iPads, student response systems, Elmos, Smartboards, and internet resources.

All schools have strategies and programs in place to support student achievement. Long County High School provides online courses of study during the school day for students who have not been successful in the regular classroom environment. A combination of online instruction through NovaNet, A+Learning, and in-class instruction are provided to help students be more successful in mastering standards, acquiring credits, and graduating. Additionally, credit recovery options are available for students who have already failed to master standards and receive units for courses already taken. Long County Middle School offers a Flexible Learning Program during the school day for students who are not achieving up to predicted achievement levels and/or who do not have a support base to encourage achievement. All schools offer tutoring, extended learning time, and an extensive summer school program is also utilized to further support students in attaining graduation/grade level requirements when funding allows. All schools have allocated resources for professional development for teachers in effective instructional strategies.

All schools are utilizing the CCRPI indicators to highlight areas of need and have focused additional resources toward increasing achievement in all four core content areas. Title I and Title II resources are allocated to meet professional learning needs as well as for supplemental personnel to reduce class size.

Advanced Placement programs are available to students at Long County High School and Career Pathway courses are also available.

English Language Learner (EL) teachers and Early Intervention Program (EIP) teachers are available to identify and serve those students in need of support services. Special Education Services and speech and language services are used to support students who qualify. The Gifted Program enhances the learning of accelerated learners. Full-time counselors and school nurses are available at each school site. A district parental involvement coordinator is available to each school to assist schools and families.

### **Component 3: Highly Qualified Instructional Staff**

All schools which comprise the Long County School System are identified as Title I schools. The district has not achieved 100% percent highly qualified status and was 99.46% HiQ in FY15.

Remediation plans are reviewed at the time of hire for certified teachers, non-renewable certificated teachers, and paraprofessionals who need to become highly qualified and Title IIA funds are used to assist completion of the remediation plans through reimbursement for GACE testing or coursework. In addition, current certified teachers, non-renewable certificated teachers, and paraprofessionals who are identified as “not highly qualified” are placed on a remediation plan. Each written remediation plan, which includes steps to completion and timelines, is signed by the principal and non-highly qualified teacher. The plans are developed with each teacher, his/her school

principal, and the certification officer in the Human Resources Department. Progress monitoring occurs on a regular basis with frequent e-mail and telephone follow-up and in-person meetings as needed.

Resolution to achieve highly qualified status includes non-renewal of contracts, reassignment to highly qualified areas, completion of approved programs, and passage of appropriate content area GACE tests.

The district strives to hire and retain only highly qualified teachers and paraprofessionals regardless of school assignment or socio-economic status of students served by staff. The Human Resources Department reviews the assignment of all certified staff during the October CPI reporting process and works to ensure that no school is more likely than another to have a non-highly qualified teacher assigned to its students through the implementation of the district's Title IIA Equity Plan. In any situation in which a teacher is determined to be non-highly qualified, the teacher must make adequate progress on the remediation plan in order to be considered for a contract for the following year. This process will continue in FY16 and the district continues to maintain the expectation that all staff will be highly qualified.

### **Strategies to Attract High Quality Teachers**

Long County Schools makes every effort to attract highly qualified and quality teachers who share the vision and beliefs of the school system. Human resources personnel and certified staff members seek quality applicants through job fairs hosted by colleges and universities around the Southeast. Prospective graduates from area degree programs are afforded the opportunity to observe, intern, and student teach within the school system, providing another avenue for targeting quality applicants.

The LCSS website provides prospective applicants with exciting details about the system in general while the school site provides school specific information. The LCSS will continue to offer an intense but informative new teacher induction/mentoring program. The district continues to attract teachers from surrounding cities by offering on-going professional learning opportunities, a positive working environment, clean and attractive buildings, competitive salaries and benefits, high academic standards for all students, and an opportunity to work in a culturally diverse community.

### **Component 4: Professional Development**

The Long County School District has an extensive professional development design which is intended to build staff capacity needed to ensure a focused approach to the design and assessment of learning to promote student achievement. The school system has several major partnerships with First District RESA and neighboring school systems. Over the past few years, staff members have attended a number of professional learning opportunities which support instruction in core content in addition to onsite opportunities:

- Georgia Technology Conference

State ESOL Conference  
Curriculum Collaboratives  
School Improvement Leadership Conference  
UDL Training  
Gifted Endorsement Training  
ESOL Endorsement Training  
Math professional learning through FDRESA  
Onsite collaboratives  
Thinking Maps

The utilization of professional literature, content area experts, and onsite Instructional Coordinators has been the backbone of the district's professional learning in all core content areas. Teachers receive and utilize many professional resources as a part of the collaboratives and professional learning. Teachers have received "in district" training for the new state standards. The training provided hours that were above and beyond those provided to teachers by the Georgia Department of Education. School administrators and Instructional Coordinators redeliver professional learning on analyzing test data and choosing target areas to improve student achievement.

Paraprofessionals often attend site-based professional learning opportunities that are offered at the school and may sign-up and attend system trainings offered by the technology department, the local RESA or other trainings of interest.

### **Component 5: Strategies to Increase Parent Involvement**

The Long County School System has carried out the six requirements to build parent capacity to be involved in the school. Please see the six requirements listed below. Examples of how our system meets the six requirements are included after each requirement and are listed in greater detail in each school's Parental Involvement Plan.

- Assisting in understanding the state's content standards, academic achievement standards, assessments, monitoring a child's progress, and working with educators. LCSS has provided information to parents about where to access the CCGPS/GPS standards. Parent meetings are held after school hours, during school hours, during early release days, at job-sites, in the homes to discuss student progress and how to monitor student's progress. Every K-5 parent was invited to an individual conference annually to discuss the new reports based on the CCGPS standards. The parent portal is available to parents' use in monitoring grades and assessment results. Workshops are held to help/inform parents.
- Providing materials and training to assist their children. Through parent meetings, Family Nights, parent sessions, etc... parents are provided with a plethora of materials and training opportunities to help them in assisting their children.
- Educating staff in the value and utility of contributions. Site staff discussions are held on the importance of parent involvement and on ethics relative to working

with students and parents. Some schools have organized programs for parent volunteers which are facilitated by teachers and other staff members.

- Coordinating and integrating parental involvement programs and activities with other programs (e.g. Head Start) including other activities that encourage and support parents in increased participation. Parental involvement programs for Title I, EL, EIP, Bright from the Start, Migrant, Homeless, are all integrated as much as possible. Programs plan together, provide services together, and evaluate program effectiveness together. Ensuring that information is sent to the parents in an understandable language, school system personnel make an effort to write materials that will be sent to parents in a user friendly language. Due to the high percentage of students and parents who speak Spanish, documents are distributed in a minimum of English and Spanish as much as is feasible. Each school has Spanish translator(s) on site and the system also has access to DOE materials in a variety of languages.
- Providing such other reasonable support as requested. The school district, as well as many schools, maintain parent resource materials which are available for parents to use.

The LCSS employs a parent involvement coordinator to assist schools with increasing parental participation. The coordinator is heavily involved in designing and facilitating activities for parents across the district and in collaboration with other programs. She also assists schools with obtaining and organizing parent resources at the school sites. Some of the activities she coordinates include:

- Specific content support classes for parents
- Parental informational training (introduction to school system, Federal Programs, Homelessness, CNA Planning, use of PowerSchool and parent portal accounts, parent/ teacher conferences, grading system, testing (EOG, GKAP, EOC, ACCESS, Writing tests, etc.), school programs, school involvement, support of students at home, health and hygiene, discipline, children safety, gang and social issues, college, nutrition, etc.)
- Activities for parents and students to help with English language learning and academics
- Professional resources for school personnel re parent involvement
- Liaisons between schools and parents
- Community partner with community agencies
- Literacy classes for parents
- Attending parent conferences as requested to assist with supporting student achievement
- Assisting with district training with new initiatives
- Presentation for school staff and school parents about the Title I program and services at each school.

Each Title I school has a plan for parent involvement included in the school's Title I

Schoolwide Plan as well as the School Improvement Plan. The plan is developed with input from teachers and parents. Strategies for parent involvement are included as a part of the school's plan.

### **Component 6: Transition of Preschool Children to Elementary School Programs**

System Prekindergarten (PK) classes feed into the kindergarten programs in the Long County School System. A primary focus in the PK program is to improve language, socialization and literacy skills. Teachers work within the Bright from the Start framework for Georgia PK students while introducing kindergarten skills when appropriate. The PK Coordinator and the elementary counselor support young children and families in ensuring quality experiences during the early years of the children's education. Primary areas of focus are language and literacy development, coordination of services between schools and communities to address transition and literacy needs, and needs related to social, emotional and physical development. The elementary counselor fulfills his/her responsibilities via extensive, ongoing networking within the community through genuine, collaborative efforts with the service and support providers available to children and families.

The transition plan for the Long County Middle School as it relates to the intake of rising 6<sup>th</sup> graders consists of the following:

- Preliminary communication and planning with Walker Elementary School.
- Presentations at Walker Elementary as an introduction to middle school.
- Information sent to students and parents leading up to middle school orientation.
- Wildcat Countdown – a multi-faceted orientation activity involving all rising 6<sup>th</sup> graders within the district. This activity takes place in the spring in order to provide full access to the middle school campus. Students take part in a variety of activities including a pep rally, band and choral performance, introduction to extra-curricular activities, small group break-out sessions led by current middle school students, a school-wide scavenger hunt, and a mini-carnival. The rising 6<sup>th</sup> graders are led through the activities by current middle school students and teachers.
- Follow up survey concerning the effectiveness of the orientation activity.
- End-of-year discussions with each elementary school concerning the academic needs of rising 6<sup>th</sup> graders.
- Folder exchange between EL and Special Education departments.

The transition plan for Long County Middle School students to Long County High School includes:

- Preliminary communication and planning between the schools – particularly the counseling departments

- Student and Parent presentations at LCHS regarding high school programs of study
- Information sent to students and parents leading up to high school registration
- Onsite registration
- End-of-year discussions between administrators and counselors regarding the academic needs of rising ninth graders.
- Folder exchange between EL and Special Education departments
- Eighth grade assessment data made available to high school administrators

### **Component 7: Measures to Include Teachers in Decision Making**

The district works diligently to include all stakeholders in the decision making process. School-based personnel (teachers and administrators) serve on the school leadership teams and school councils. Representatives from the school level teams serve on the district leadership team. School leadership teams work with the administrators to provide quality learning experiences for both teachers and students.

The focus of professional learning in the district centers around supporting the development of a learning organization where the district and schools work together to focus on the district’s goals and the changes needed to sustain district and school improvement initiatives results in increased student engagement and achievement.

### **Component 8: Coordination and Integration of Federal, State and Local Services**

The Long County School System believes that coordination between programs, community partners, and community agencies is vital for students. To this end, the district strives to access resources and coordinate services for students in ways that support academic achievement and student success while providing a seamless design for instruction. Current partnerships include but are not limited to:

- |                               |                                    |
|-------------------------------|------------------------------------|
| Reading Recovery              | 4-H Club                           |
| EL                            | Long County Health Department      |
| Special Education             | Long County Family Connections     |
| Professional Learning Program | Early Intervention Program (EIP)   |
| Long County Sheriff’s Dept.   | PAC                                |
| Chamber of Commerce           | Migrant Program/Tutoring           |
| Technology Specialists        | Faith Based Communities            |
| Guidance                      | Optim HealthCare                   |
| Social Services               | Long County Board of Commissioners |
| DFACS                         | Bright From the Start              |
| Red Ribbon Week               | School Nutrition                   |
| Helen’s Haven                 | Guardian’s in Action               |
| Homeless Liaison              | Parental Involvement Coordinator   |
| First District RESA           |                                    |

### **Component 9: Effective and Timely Assistance to Students**

All schools offer extended day instruction, tutoring, or a combination of both. Summer school (credit recovery) is offered each year to high school students. Targeted groups of middle and elementary students may participate in summer school if funds are available each year.

### **Component 10: Individual Student Assessment Results and Interpretation**

Individual assessment results and interpretation are provided to parents as they become available. All standardized assessments are reported to the school at individual, subgroup, and classroom levels of disaggregation. Individual student results are available to parents online through the Parent Portal. Also, written reports are sent home to parents of individual students detailing his/her performance on various tests and how his/her performance compares to other students in the same grade. Teachers also make themselves available to parents through conferences when further explanation of results is needed and some assessment results may be distributed at conferences.

Formative and summative assessments are shared with parents through a variety of mediums. Periodically scheduled parent conferences and student progress reports are two primary avenues for sharing performance. Parents may view grades on the parent portal. Report cards are sent home each nine weeks with periodic progress reports sent during the grading cycle. Middle School and High School students work on a semester system and receive a progress report mid cycle. Parent-teacher conferences are conducted formally and informally as needs arise. Other parent conferences, which are held to share information, could include RTI team conferences, EL meetings, Special Education Services, Gifted Services, School Attendance Officer, and the school counselor.

### **Component 11: Provisions for Collection and Disaggregation of Data**

An annual comprehensive needs assessment provides the opportunity for professional and support staff to come together to review district and school level summary data. A variety of data is made available including state mandated assessment results, data from continuous and comparable school districts. Schools also complete comprehensive needs assessments as a part of their Title I planning and implementation.

Data is continuously collected electronically and made available. The results of state mandated tests are received electronically from DOE. The district also offers another electronic avenue for accessing data – the SLDS in PowerSchool. Hardcopies of assessment results are filed at the district and school level and in the permanent records of students. Records are maintained as designated in the Records Retention Policy for Georgia.

Informal data such as numbers of students in programs, numbers of students completing programs, numbers of student qualifying for/ exiting programs, is also

reviewed and discussed by program specific groups. The CCRPI index data will take a prominent role in the FY14 data review.

Program specific groups receive specialized training for interpreting and using program specific data such as ESOL staff (Wapt/ACCESS tests), EIP staff (EOG and EIP rubrics), Special Education staff (GAA and Screening instruments), AP staff (program exams and portfolio assessments), etc., District Trainers, program directors and Department Heads are responsible for training these individuals.

### **Component 12: Valid and Reliable Disaggregated Results**

Both state mandated and other formative assessments that are given have reliability and validity that have been predetermined either by the state or by the program specific organizations through which the assessment is obtained. Locally developed tests are created with fidelity and with alignment to the CCGPS/GPS standards. These are regularly reviewed for effectiveness regarding the information that is obtained and the usefulness of specific test questions.

### **Component 13: Provisions for Public Reporting of Disaggregated Data**

The Long County School System disseminates system progress and evaluation results through multiple delivery methods including school level meetings, mailings, the use of local media, local board meetings, community meetings, and the use of technology to disseminate information. Information is shared via School Councils, Federal Program Parent Advisory Group, District Annual Reports, Report Cards, LCSS website and through the school report cards that are released by the Governor's Office of Student Achievement. Parents have access to real-time student progress through the parent portal. Other standard practices include the distribution of standardized test scores to parents, parent-teacher conferences, progress reports, traditional report cards, etc. All available data is reviewed with results being used for determining system initiatives as defined in the LEA Implementation Plan. Program specific data is analyzed and shared by departments such as ESOL, Gifted, Special Education, Migrant, Homeless, as well as data related to program specific assessments.

### **Component 14: Plan Developed During a One Year Period**

The plan is developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the district plan.

### **Component 15: Community Involvement In Planning**

The plan is developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff,

student service personnel, and parents. The Federal Program Parent Advisory Committee serves as the primary parent-community body for the review of Title I plans and suggestions for revisions. All stakeholders are offered the opportunity to review the plan and offer feedback during the annual district Title I meeting. Plans are also posted on each school's website.

### **Component 16: Plan Availability**

This plan is available to the LEA, parents, and the public in hardcopy and electronically online on the district website.

### **Component 17: Plan Translation**

This plan is translated to the extent feasible into Spanish, due to the significant percentage of parents of participating students in the school who speak Spanish as their primary language. Therefore, anyone needing access to the plan through Spanish can schedule an appointment with the district to have someone verbally translate the plan document or use a district website translation tool.

### **Component 18: School Improvement Provisions**

Where appropriate, this plan is subject to the School Improvement Provisions of Section 1116.

### **Private School Notification**

For Title I, all private schools serving one or more students from our school district are notified annually of an opportunity for a consultation meeting. In addition, private school personnel from private schools within the school district are invited to a consultation meeting for other federal programs.

- I. All Title programs conduct Private School invitations for consultation and services at the same time, one meeting, in October/November.
- II. 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, response form, and Title I contact information.
- III. 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.

- IV. Eligible private school students receive services on an equitable basis. The Long County School system will set aside an equitable share of funds for private school professional learning activities if needed.

Complaints from private schools will be handled through discussions and mediation. A meeting would be held to include representatives from the private school and the Long County School System including the superintendent or his/her designee (Title I Director) to discuss the nature of the complaint. Appropriate documentation and data would be evaluated, to include information on the Title I law regarding private school participation. If possible, resolution of complaints will be resolved at this stage. Complaints not resolved would include the superintendent of schools and possibly the Board of Education as needed.