



# **C.L.I.P.**

***(Comprehensive LEA Improvement Plan)***

## **2015-2016**

Greene County School System (GCSS), also referred to as the Local Educational Agency (LEA) or district, is committed to establishing partnerships with parents and community members and encourages their participation in the design, implementation, and evaluation of its Comprehensive LEA Improvement Plan (Title Funded Programs).

Each year, in order to receive federal funds, the LEA must submit a Comprehensive LEA Improvement Plan (CLIP).

Under the Elementary and Secondary Education Act (ESEA), Title I regulations for federal compliance, parents are encouraged to provide input on the revisions of the district's Comprehensive LEA Improvement Plan (CLIP). All feedback will be used during revisions of the plan. Feedback may be submitted by electronically submitting feedback on the district's website ([www.greene.k12.ga.us](http://www.greene.k12.ga.us)). You may also provide comment at any time to your child's principal or the district's Title I Director.



View the plan and/or  
comment online.

**Philip Mellor**  
Superintendent

**Rotonya Rhodes**  
Assistant Superintendent / Director of Title I

**Velicia Cobb**  
District 1

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**Clarence Hunt, Jr.**  
District 3

**Leah Dukes**  
District 4

## **INDICATOR #1**

*1. Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A and Part D; Title III; Title IV; IDEA; Perkins; EHCY*

*A description of the process the LEA used to determine the academic needs of its student body including the unique needs of students served through each applicable federal program. An analysis of the results should be included.*

The results of the Academic Needs Assessment (based on results of the system-wide needs assessment meeting, ,HQ2 report, Equity data, test data, school improvement plans, GAPSS Analysis information, system-wide SACS plans, System-wide school Improvement plan and a variety of other sources indicate that all schools serve a diverse population with a high rate of economically disadvantaged students and homeless students within the district) of the student body show that all schools serve a diverse population with a high rate of economically disadvantaged students. Internal and external stakeholders were integral in the planning process and included stakeholder input that was collected through staff surveys, parent surveys, teacher surveys, paraprofessional surveys, administrative surveys, and surveys for business, community, and clergy leaders in the community. The district's homeless liaison also participates in the planning process, ensuring (along with the federal programs coordinator) that homeless students are considered in the needs assessment (including survey participation and student achievement/assessment data) and school improvement planning process. The liaison identifies the homeless students, makes internal stakeholders aware of the students, and ensures that homeless students have access to all of the educational programs and opportunities offered throughout the district. Board of Education representatives and the Superintendent also collected stakeholder input through a variety of focus group meetings, community groups, and holding Saturday morning coffee in the schools to meet and talk with the Superintendent. "Greene Notes" is an electronic publication created by the Greene County School System for its Faculty, Staff, and Administration & Community-at-Large as another means of obtaining stakeholder input. The academic needs of the student body show a continuous strong consistent academic support in the areas of Literacy (reading; writing at the elementary and middle grade levels) and Math. Most recent data show a growing need for support in social studies and science. Instructional Coaches are in every building. Differentiated Instruction, Literacy and Math Centers, and Data Analysis have been and will continue to be delivered through Instructional Coaches in every building.

District level and school level staff also conduct walkthroughs to gather data on instructional practices. The results of the walkthrough reveal that teachers greatest areas of need are student engagement (Depth of Knowledge, questioning techniques, high impact instructional strategies) and differentiated instruction.

The need of our most at-risk students is literacy. Based on the results of the needs assessment, the core academic focus in 2016 will be increasing student achievement mathematics, English/Language Arts, and reading, social studies and science. These increases will be measured using Northwest Evaluation Association (NWEA) test data, Georgia Milestones scores, Student Learning Objectives (SLO) Assessments, benchmark assessments and common formative assessments developed by teachers. While we will focus on all academic core areas, literacy (reading and writing) will be emphasized across all content areas and grade levels.

The Greene County School System participates in the state's annual testing programs to determine and describe specific students achievement needs. The following assessments tools have been used: - The Assessment Program (MWA) - The Georgia Kindergarten Inventory of Developing Skills (GKIDS) – and ACT/SAT. (Beginning in school year 2014-2015, Greene County Schools will begin participating in the Georgia Milestones Assessment.) All instructional staff will examine and disaggregate the test results of all students and subgroups. The results are shared with local school staff members and are used for assessment, evaluation, and instructional planning for individuals as well as group needs. Emphasis is placed on the effective use of test results in the instruction process and differentiation of instruction. To this end, regular meetings are scheduled with all instructional staff from each school to help staff members examine and use test results in student instruction. Improvement planning meetings were held in the summer of 2014 to examine achievement data for all subgroups (including students with disabilities, race, gender, students of poverty, etc.) to determine achievement gaps. Student discipline records and attendance records were also evaluated and goals were developed to drive the System Improvement Plan. These goals include:

Through the efforts of the school systems' Professional Learning programs, regular Professional Learning activities with school level staff will be conducted to disaggregate, examine, and utilize test data to drive instruction for students. School academic assessment data along with school attendance data, disciplinary information on student and staff infractions, and safety issues shall be analyzed each year to determine how to address needs with regard to safety, drug awareness, violence awareness, bullying awareness, peer mediation, and conflict resolution. In addition to the preceding data, surveys for students, staff, and parents will be administered each spring to determine: Safety Concerns Frequency and type of safety-related incidents Frequency and type of drug- and tobacco-related incidents Evaluation of the system's overall strategies to determine how to address safety, drug, and violence issues IDEA Students with disabilities are included in the data analysis and strategic planning process.

## 2013-14 Assessment Data

### CRCT

Reading – 94% of Greene County's students met or exceeded the standard in reading (Pass rates for individual schools are as follow: Lake Oconee Academy – 100%; Carson Middle School – 94%; Greensboro Elementary – 89%; Union Point Elementary – 92%)

Language Arts – 90% of Greene County's students met or exceeded the standard in language arts. (Pass rates for individual schools follow: Lake Oconee Academy – 99%; Carson Middle School – 90%; Greensboro Elementary School – 84%; Union Point Elementary – 87%)

Math – 83% of Greene County's Students met or exceeding the standards in mathematics. (Pass rates for individual schools follow: Lake Oconee Academy – 100%; Carson Middle School – 78%; Greensboro Elementary – 76%; Union Point Elementary – 80%)

Science – 69% of Greene County's students met or exceeded the standard in science. (Pass rates for individual schools follow: Lake Oconee Academy – 96%; Carson Middle School – 73%; Greensboro Elementary – 50%; Union Point Elementary – 73%).

Social Studies – 74% of Greene County's students met or exceeded the standard in social studies (Pass rates for individual schools follow: Lake Oconee Academy – 96%; Carson Middle School – 73%; Greensboro Elementary – 54%; Union Point Elementary – 76%)

### Writing Assessments

78% of Greene County's eighth grade students passed the 8<sup>th</sup> Grade Writing Assessment with 3% exceeding the standards. 72% of Greene County's 5<sup>th</sup> grade students passed the fifth grade writing assessment.

### End-of-Course Tests

2013-14 EOCTs reveal a need in all of the academic core areas at the high school level, with the greatest needs being in social studies and science. 33% of students passed the Economics EOCT, and 58% passed the U.S. History EOCT. 63% of students passed the biology exam. Math pass rates were 18% in coordinate algebra and 24% in Analytic Geometry. Language Arts were 9<sup>th</sup> grade literature 78% and American Literature 89%.

### ACCESS TEST

ACCESS Scores are analyzed and the district looks at content area and language domains. These scores are used to make decisions regarding student services in the ELL program. Students are exited based on Ga DOE criteria for exiting ELL students which is a 5.0 or greater composite score and 4.8 or greater literacy score. Scores of students who remain in ELL services are analyzed and student levels are determined. ELL service is based on reading scores. An analysis of specific content scores compared with local standardized testing measure and state standardized testing when available allows EOSL teachers, instructional coordinators and classroom teachers to determine specific needs of the individual students. Students are assigned to ELL services, additional classes and remediation based this analysis and specific areas of need. ELL teachers follow WIDA standards to address language domains and to allow for differentiation of instruction based on the language score domain of each student. AMAO scores for 2014 revealed that the district met targets for AMAO #1 Progress toward English Proficiency, met targets for AMAO#2 Proficiency, but did not meet AMAO#3 for Content Targets. Specifically, the district did not meet CRCT targets for reading and math. All ELL teachers participate in WIDA training annually. ELL teachers facilitate trainings of staff annually and provide parental support monthly. During the 2014-2015 test administration, **100% of the ESOL high school students met typical or high growth targets**; 33% of ESOL middle school students met typical or high growth targets; and 63% of elementary school students met typical or high growth targets. Growth targets were set in consideration of 2013-2014 ACCESS data and the ESOL guidance provided by the Georgia Department of Education. Growth targets for 2015-2016 have been set using 2014-2015 ACCESS data and ESOL guidance from the Georgia Department of Education.

## Annual Needs Assessment

The Equity plan needs assessment is conducted initially at the building level at each school. This is done by the building principal in collaboration with school leadership. Each building principal reviews and analyzes testing data, perception data, faculty, grade level and content area team meeting information; leadership team meeting information; community and parent meetings; student surveys; advisory panel's data; school council meeting information; community and parent meetings; student surveys; advisory panel's data; school council meeting information; and family connection activity data. Title II Needs Assessment survey data is retrieved for reviewing along with Equity plan needs assessment data, as a part of the Strategic Leadership Planning process. Strategic planning is the overarching umbrella. During Strategic Planning meetings district data is reviewed for trends, goal alignment and progress. From this planning process, CLIP flows. The community is engaged through the CLIP process. The district of ice leadership team conducts an annual meeting to discuss all of the information gathered from the schools. Finally, the district involves school administrators and all other stakeholders in the needs assessment to revise the "CLIP", and guide all district efforts. This includes prioritization of needs, and action planning to ensure equity. School improvement plans align with CLIP, as the data substantiating CLIP goals is the same data to substantiate school improvement goals, based upon derived needs. Additional sources used in determining needs are analyzed data from the Title I Comparability Report, district achievement data (SLDS/CCRPI), student performance data, and administrator and teacher data (TKES and LKES). During the district-wide needs assessment meeting, all stakeholders are guided through a data walk which consists of displays of test data, perception data and Title survey data. During the data walk stakeholders are encouraged to discuss areas of improvement and areas of achievement.

A variety of sources of information are used to determine professional learning needs. Sources include HiQ portal reports, Equity data, schools' GAPSS Analysis information, district wide SACS/AdvancED plans, and responses indicated on the School Improvement Plans, District strategic Plan, formal and informal data collected through school and district needs assessments, surveys, test data, discipline and attendance records, walk-through observation data, TKES and LKES reports, professional development plans developed for individuals / specialized groups, and other areas of weakness identified in school improvement plans.

The Greene County School District had 99.2% HiQ teachers in FY15. The District desires to only hire 100% highly qualified teachers to teach in the field they are highly qualified to teach. If there are any Non-HiQ teachers for FY16, they will be identified early on and have a remediation plan. The Greene County School District had 100% HIQ paraprofessionals in FY15. If there are any Non-HiQ paraprofessionals for F16, they will be identified early on and have a remediation plan.

The district has conducted an analysis to determine the schools where the experience level of teachers is lower than the district average. Principals are aware of this data and monitor their hiring practices so that they do not lower their experience equity. Using Soft Search, the system online application system, applications of candidates with experience are flagged for principals. Greene County is committed to ensuring equal access to experienced teachers for all students. Principals are trained to analyze the placement of all students within the classrooms, departments, and grade levels, specialized subjects, study groups etc. to ensure that a student does not receive an inexperienced teacher two years in a row, which helps ensure equity in placement of all students. According to FY15 data, approximately 17% of teachers in the district are considered teachers with low-level experience, i.e. having less than 3 years of teaching experience. Approximately 67% of teachers in the district are considered mid-level experience, i.e., having between 3 and 20 years of experience. The district average of teachers with high-level experience, i.e. having more than 20 years of experience is 15%. Due to concerted efforts and equitable teaming and/or grouping in the schools, inequities do not exist in terms of minority or disadvantaged students being assigned to inexperienced teachers more than their peers.

Professional learning opportunities are provided and made available to teachers, leaders, and paraprofessionals that address current educational strategic trends to include differentiated Instruction, RTI, TKES, LKES, Common Core, Math, literacy etc.) and assist with meeting the diversity of our students. This is accomplished through close collaboration among school and district administrators, Instructional Coaches, RESA and professional learning consultants. Most professional learning experiences are job-embedded. This allows flexibility in assignment among the various schools as needs dictate. Additionally, it is an added benefit for teachers and students that paraprofessionals receive training in areas pertinent to their work thus enabling them to provide more support. Greene County Schools provides staff with 24/7 access to online learning through Edviation (PD360) software. This invaluable tool addresses grade specific content and pedagogical knowledge, best practices, and provides written resources for growth and improving classroom instruction and leadership practices, so as to better meet the needs of our diverse student population. Additionally, the state has provided a wealth of professional learning resources in the TLE platform. Familiarization activities for ensuring understanding of standards are facilitated in grade level/department meetings and whole group/faculty meetings.

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### Prioritized Needs

The district's prioritized needs continue to be math; literacy; SLO, LKES and TKES implementation; common core implementation, differentiated instruction, RTI, technology integration, teacher recruitment, support and retention. CCRPI data reveals lagging subgroups especially in the area of math and reading. Title II-A funds will be used to help pay for funding of instructional support in each school in the district, with a continued focus in the areas of math and literacy. In instances where the best selection for an instructional position is a non HiQ staff member, they will need and receive assistance in becoming Highly Qualified. Additionally, the mandate for schools to implement Student Learning Objectives (SLO) for courses that do not have an End of Grade/Course Test (EOG/EOC) and the implementation of Common Assessments in the district will require training in assessment of and for instruction. TKES training is required yearly. The LEA will attend all required state trainings in order to stay current on law, processes and procedures for effective Title II, A program management. Due to the small size of the district, multiple staff (Superintendent, Assistant Superintendent, Director of School Improvement and Staff Development (Title II Coordinator), Chief Financial Officer, District Accountant, and Payroll Clerk) not funded through Title II, will be called upon to address grant management and monitoring. Indirect cost is needed to cover partial costs incurred by the district.

### HiQ Status of Teachers

The Greene County School District had 99.2% HiQ teachers in FY15. The District desires to only hire 100% highly qualified teachers to teach in the field they are highly qualified to teach. If there are any Non-HiQ teachers for FY16, they will be identified early on and have a remediation plan.

### HiQ Status of Paraprofessionals

The Greene County School District had 100% HIQ paraprofessionals in FY15. If there are any Non-HiQ paraprofessionals for FY16, they will be identified early on and have a remediation plan.

### Teacher Experience

The district has conducted an analysis to determine the schools where the experience level of teachers is lower than the district average. Principals are aware of this data and monitor their hiring practices so that they do not lower their experience equity. Using Soft Search, the system online application system, applications of candidates with experience are flagged for principals. Greene County is committed to ensure equal access to experienced teachers for all students. Principals are trained to analyze the placement of all students within the classrooms, departments, and grade levels, specialized subjects, study groups etc. to ensure that a student does not receive an inexperienced teacher two years in a row, which helps ensure equity in placement of all students. If inequities in teacher experience were to exist, the district would use staff reallocation, teacher induction and mentor support to address the concern.

According to FY15 data, approximately 17% of teachers in the district are considered teachers with low-level experience, i.e. having less than 3 years of teaching experience. Approximately 67% of teachers in the district are considered mid-level experience, i.e., having between 3 and 20 years of experience. The district average of teachers with high-level experience, i.e. having more than 20 years of experience is 15%. Due to concerted efforts and equitable teaming and/or grouping in the schools, inequities do not exist in terms of minority or disadvantaged students being assigned to inexperienced teachers more than their peers.

### Teacher Training to Meet Diverse Student Needs

Professional learning opportunities are provided and made available to teachers, leaders, and paraprofessionals that address current educational strategic trends to include differentiated Instruction, RTI, TKES, LKES, Common Core, Math, literacy etc.) and assist with meeting the diversity of our students. This is accomplished through close collaboration among school and district administrators, Instructional Coaches, RESA and professional learning consultants. Most professional learning experiences are job-embedded. This allows flexibility in assignment among the various schools as needs dictate. Additionally, it is an added benefit for teachers and students that paraprofessionals receive training in areas pertinent to their work thus enabling them to provide more support. Greene County Schools provides staff with 24/7 access to online learning through Edivation (PD360). This invaluable tool addresses grade specific content and pedagogical knowledge, best practices, and provides written resources for growth and improving classroom instruction and leadership practices, so as to better meet the needs of our diverse student population. Additionally, the state has provided a wealth of professional learning resources in the TLE platform. Familiarization activities for ensuring understanding of standards are facilitated in grade level/department meetings and whole group/faculty meetings. Also, the district will include Fountas and Pinnell literacy training.

### Class Size

Class size is equitably distributed within grades and content areas whenever possible. Greene County Schools strive to keep class sizes small so that all students have access to more individualized instruction and benefit from the differentiation and low student to teacher ratio smaller classes afford. In FY 15, class size for the high school was 25, with AP class size at 12 and IB class size was 25. Middle school class size was 20-22 and elementary was 20-21. The same class size ratios were recommended to the local board for approval for FY16. Our goal is to continue this effort of

maintaining small class sizes as we believe it is a contributing factor to student success. Class size equity is monitored and maintained through the annual Title 1 Comparability report which ensures that no Title 1 school has higher teacher-student ratio than non-Title-1 schools. Additional teachers and paraprofessionals are hired according to demand to stay within these operational guidelines.

### Retention

Annually, teacher needs assessments are completed as a part of the district's data gathering process for improvement planning and for teacher retention. Additionally, perception surveys are conducted throughout the year in relation to professional learning experiences to ascertain teacher needs, interests, and success of retention efforts. Greene County has a formal New Teacher Induction program with mentors for each new teacher. We have a Greene County District New Teacher Mentor Program Handbook which offers growth and learning for both mentor and mentee in the collaborative relationship. The District uses mentoring as one of the means for retaining excellent teachers.

Mentoring is about teacher and student learning, as well as shared connections to the teaching profession. The district gives recognition awards to teachers who have increased student achievement one or more grade levels in one or more subject areas on the NWEA (North Western Educational Assessment). Teachers are also given pins for years of service. Additionally, the district annually offers professional learning opportunities that staff would not be afforded elsewhere, such as reading, math, and gifted endorsements. Teacher retention is a priority for Greene County Schools and a focal point as we revise the Strategic Plan. The Superintendent conducts exit interviews with staff who are leaving the district for the purpose of discerning underlying factors that we need to address in regards to retention. The district understands and data substantiates the need for stability and longevity in staffing, as it impacts student achievement and the ability of schools to meet the diverse needs of their student populations. Data also reveals a need for strong, stable leadership that is supportive of building staff. Data also reveals a need for strong, stable leadership that is supportive of building staff.

Job proximity and family needs continue to be the main reasons for departure. All schools now have strong leaders in place who served in the same capacity during the FY15 school year.

### Recruitment

Recruitment needs are primarily identified through informal assessments, along with the annual needs assessment that addresses the district policy of recruitment of highly qualified and effective teachers and paraprofessionals in the district using surveys conducted within the school and district leadership teams. This includes frequent conversations and discussions along with monitoring the effective implementation of programs. The teacher recruitment plan is actively supported and adapted to meet current priorities of the district. The district utilizes Teach Georgia, Soft Search and cultivates relationships with The University of Georgia, Athens Tech, Georgia State and others. The Analysis of test data and content area specialty needs are considered as well as special student needs and needs incurred due to the implementation of new programs. Teacher quality, experience, dual certification and areas of expertise are factors that are considered when making assignments within schools. When possible, teachers with low levels of experience are teamed with teachers who have experienced success and are veteran teachers. Additionally, teachers new to our district are assigned a mentor teacher and participate in new teacher induction classes once a month for the entire academic year. In building induction support is provided by the principal or designee, as reinforcement to district induction efforts. This instruction is coordinated by the districts Professional Development Director. This provides a prescribed source of support and expertise to help them as they encounter the nuances associated with their role. Greene County Schools did not impose furlough days on teachers during 2014-2015 or modify its school year calendar, as did some counties in the state. Additionally, the district continues to provide local supplements to its teachers' base pay. These factors are recruitment lures for teacher's to come to Greene County. During 2014-2015, the district participated in several recruitment fairs throughout the state. The district desires to recruit and maintain a diverse base of teachers to support the diverse needs of its student population. Diversity in years of experience and educational levels allows for growth, the promotion of new ideas, current pedagogy and instructional strategies. Needs assessment reveal that attention needs to be given recruiting more veteran teachers who are less transient. Many of our young teachers stay long enough to meet service-cancellable loan requirements.

The first equity indicator selected by the district as a focus of improvement for FY15 is teacher preparation and ability to meet diverse needs of students. Professional learning is an ongoing, comprehensive engagement by Greene County Schools. The professional learning plan addresses the needs of all staff, including regular and special education teachers and paraprofessionals, as well as all staff employed by Greene County School District. The need for teacher training is assessed in a few ways: achievement data analysis, certified staff surveys, data from walk throughs, by administrators, the annual needs assessment, and state mandated training. The effort to train teachers to differentiate instruction and Common Core is an ongoing in Greene County. Instructional coaches and contracted instructional support will assist with teacher training. RESA staff members offer training to special populations, such as special/regular education collaboration, gifted education, and ELL. New teachers to the district receive professional learning during pre-planning, with support and monitoring throughout the year. Using a common form at all schools, data is disaggregated to identify performance gaps

of different ethnic and socio-economic groups of students that consistently fail to meet academic goals or whose performance is substantially and consistently below that of other groups.

The second equity indicator pertains to Class Size Equity. The local Board of Education has made a commitment to supporting the hiring of additional teachers as needed to ensure class size equity. The Superintendent and the Board understand the impact of fluctuations that can occur due to school choice and addition of grade levels at charter schools. Attendance data will be closely monitored to ensure that no class size exceeds approved district guidelines. Principals have been trained and are committed to implementing the guidelines with fidelity and requesting additional staffing as needed.

**INDICATOR #2**

2. Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part D; Title III; IDEA; EHCY

A description of high-quality student academic assessments that the LEA and schools will use:

- a. 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;
- b. 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;
- c. To determine what revisions are needed to projects so that such children meet the State student academic achievement standards;
- d. To effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments;

- Georgia Milestones
- The Middle Grades Writing Assessment Program (MWA)
- The Georgia Kindergarten Assessment Program (GKIDS)
- PSAT
- ACT/SAT
- ACCESS (ELL)
- NWEA- MAP Testing
- W-APT -ESOL Eligibility
- Home Language Survey - identifies presence of other language
- Student Learning Objectives (SLOs)
- Locally/teacher developed common formative assessments using Performance Matters Software, All In Learning Software, and Georgia GOFAR
- Frye Words Mastery for K-3
- Fountas and Pinnell benchmark assessments in reading (grades K-8)

K-1 students are assessed for phonemic awareness, instructional reading levels, and alphabet / word recognition. Grades K-3 are assessed for Frye Words Mastery. In grades 1-5 students are assessed in reading fluency. This data is used to target children for remediation and specific instructional strategies. Administrators have online access to all assessment reports. The district and instructional coaches use this benchmark data to make decisions about professional development needs and to look at student performance across the district and grade levels.

Growth Model testing NWEA-MAP is given to students in grades 1-8 two times a year in Reading, English/Language Arts, Math, and Science; students in grade 9 one time per year in reading; and to 1 time per year to targeted populations in grades 10-12. Teachers use the data gathered from these assessment in order to make instructional decisions. These assessments are also used to plan support classes 3-12 and after-school remediation. The Assessments build upon each other and reflect the pacing guides aligned to the Graduation Performance Standards and the Georgia Milestones. Through the assessments we will increase student's proficiency in reading by reducing the percent of non-proficient students by at least the amount specified by the safe harbor provision.

K-12 students are given district writing prompts each month during the school year and scored with the state writing rubric. These assessments serve as a guide for instructional practices and are used to plan remediation for children. Identification of strengths and weaknesses in student writing will be used to guide mini-lesson instruction, individual conferences and strategy groups during Language Arts. Portfolios are kept K-12 with three student writing samples each year.

All teachers in grades K-12 keep Classroom Data Profile Notebooks to monitor student achievement, Personal Education Plans for at-risk students, classroom goals, parental contacts, and additional programs such as after school. Portfolios are also maintained to document student progress and plans for remediation of retained students.

In order to ensure that students are prepared for the High School writing assessment, the Language Arts/English vertical teams will work together to plan writing strategies, develop prompts, and use the state rubrics. We have implemented writing portfolios with district prompts so that there will be continuity between the 5<sup>th</sup> grade writing assessment, the 8<sup>th</sup> grade writing goal assessment, and the 10<sup>th</sup> grade state assessment.

All Advanced Placement students take the AP exams during the first full two weeks of May. College Board's AP Program provides rigorous curricular guidelines with a reliable common assessment. The Advanced Placement Program is recognized as setting a national standard of excellence with equal access for all. Depending on the students' final score, they may earn college credit for the course. The APEX Online Review is available to AP students beginning in November. The program allows students to answer released AP multiple-choice and open-ended questions and immediately receive feedback to their responses. This service continues until the AP examination date.

In October, Greene County administers the PSAT to, at minimum, all freshmen, sophomores, and juniors. Juniors are also encouraged to take the PSAT so they may qualify for specific scholarships that use the PSAT as part of their selection criteria as well as the National Merit Scholarship. PSAT results are also used with NWEA-MAP scores in order to better identify potential students for Advanced Placement courses.

We have created common benchmark assessments for all ELA, Math, Social Studies, and Science courses to help identify student concept and skill needs. Within their departments teachers discuss, plan, and determine the areas of the curriculum that will be taught during the assessment periods. In addition, Math teachers will work together with the Instructional Coach and RESA Math Specialist to create unit plans and common assessment questions to be implemented. Once the assessments are scored, teachers as a department will analyze the results and determine in which goals/objectives a student need differentiated instruction.

Greene County School District uses a number of high quality academic assessments that include Homeless students in this process, in addition to those identified by the state to determine students' success:

- To determine success on standards and progress being made on toward meeting standards, and to inform teachers, parents, and students (e.g., state required assessments, benchmark tests, teacher made tests, rubrics, computerized assessments).
- To assist in diagnosis, teaching and learning in the classroom (e.g., state required assessments, local or commercial tests and rubrics aligned to standards and curriculum and designed to access students' specific knowledge base, teacher made tests and rubrics, computerized assessments); All in Learning software will be used in elementary schools to help teachers create formative assessments in all core academic areas. Teachers will be able to instantly grade a variety of assessment types: multiple choice, constructed response, and rubrics for essays by using a universal smart device.
- To determine what revision are needed to projects (e.g., state required assessments, local or commercial tests and rubrics aligned to standards and curriculum and designed to access students' specific knowledge base, teacher made tests and rubrics, computerized assessments);
- To identify students who have difficulty reading (e.g., state required assessments, standardized and other commercially prepared screening and diagnostic instruments, computerized assessments - stand alone, program integrated, and internet based, classroom-based instructional reading assessments and rubrics).The Home language survey identifies presence of other language. The W-APT screens for ESOL eligibility. These are used by the GBOE for the identification of primary language. The Home language survey will be included as part of the initial registration and for students as they enter school during the school year. The school district will also use the Occupational Survey Form to screen for migrant family and students. Students will be given Pre-Tests in all curricular areas at the beginning of the academic year. Students will be assessed on each standard upon completion of whole group instruction. If student does not master then they will be referred to small-group for re-delivery. If student does not master after small-group, then they will be referred to one-one tutoring for standard mastery. Student Management Log or school determined form for progress monitoring will be monitored closely and reviewed by Administrator along with teacher at a minimum monthly. Upon completion of standards-based curriculum, students will be given a Post-test. (Post-test results will drive curriculum re-delivery in preparation for state-mandated test. Benchmark tests are given two times annually and are developed using the Thinkgate Assessment software and Georgia OAS. Students are assessed on all performance elements during each of the three administrations to determine individual and class areas of weakness and to plan for instruction. Teacher made tests are developed regularly to determine mastery of performance elements immediately after instruction. Rubrics are developed and utilized for project-based learning when a paper-pencil assessment is not appropriate. Computerized assessment is utilized to measure student progress as well as to diagnose specific weaknesses

and prescribe interventions for mastery of objectives. Assessments (benchmark tests, teacher made tests, rubrics, etc.) may need to be revisited and revised as instruction becomes more rigorous. Information on progress is shared with teachers, parents, and students through many avenues. Parent and student notification includes: Individual and group teacher/student conferences Parent conferences Newsletters Report cards System website Newspapers State DOE Website State DOE Report Card Letters and memos Phone calls Individual student test results Email PTA/PTO meetings Open House for registration To notify teachers: Staff meetings Professional Learning Opportunities Memos Team/Grade level/Department meetings Emails.

**INDICATOR #3***3. Title I, Part A; Title I, Part C; Title I, Part D; IDEA; EHCY*

*A description of how the LEA will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics of the National Education Statistics Act of 1994 and how the results will be used in the local educational agency.*

Greene County will participate in the National Assessment of Educational Progress if selected to participate. Homeless students will be included in the National assessment of Educational Progress, determination, if applicable. If/when we participate, there will be a data analysis to be shared with all Administrators at via a data retreat and with the community at an evening Education Forum. Information will be compiled from the NAEP assessment and used along with other assessment data in making decisions for improving instructional practices, remediation and differentiation, and program decisions. Results will be made available to all stakeholders through parent meetings, teacher meetings, and on the district website.

## **I INDICATOR #4**

### *4. Title II, Part D; E-Rate*

*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.*

System technology goals include:

Goal 1: Access Students, teachers, administrators, and support personnel will have fair and equitable access to technology resources and equitable distribution of resources.

#### **BENCHMARKS**

- All schools will acquire and maintain network backbone connectivity at a minimum of 10 GIG and provide high speed Internet access.
- All K-8 schools will equip and maintain at least one academic computer lab (mobile or stationary) with dependable technology to facilitate large group instruction or testing.
- All K-12 classrooms will have telephone access with voicemail capabilities. Voice over IP telephone technology will be available for school and system leadership members.
- Schools will be provided with computers to have a 3 to 1 computer to student ratio. Location to be determined by school site administration.

Goal 2: Support Resources and personnel will available to provide support in the areas of software, hardware, and training.

- Technology Department staff will include additional technician/ instructional technology specialist to serve at the school site level.
- Teachers and administrators will be offered technology training throughout the school year for personal and professional growth in the usage and integration of technology in our curriculum
- School and system technology committees will be formed and will meet quarterly.

Goal 3: Integration Technology integration will be emphasized in all curricular areas.

#### **BENCHMARKS**

- Teachers will be evaluated on technology integration skills using the district assessment tools.

Goal 4: Proficiency Technology usage competencies will be identified for all students, teachers, administrators, and support personnel.

#### **BENCHMARKS**

- All teachers will pass a technology assessment to include a portfolio documenting technology integration and basic skills proficiency.
- All administrators will pass a technology assessment to include portfolio documenting technology integration at their site and basic skills proficiency.
- All teachers will include technology integration in the units that they teach. School leaders will measure integration by conducting classroom observations and reviewing lesson plans. Technology integration will be documented with feedback provided to teachers on observation forms.

Goal 5: Community/Parent Involvement Parents and community will work collaboratively with the Greene County School System to promote technology integration in the school community and the community at large for improved student learning and improved communications.

#### **BENCHMARKS**

- Greene County Schools will develop and maintain district and school webpage.
- Teachers will develop and maintain a teacher webpage
- Parents can access their child's grade and attendance data online.
- Greene County Schools will include technology integration as an agenda item/topic of discussion in designated parent meetings.
- During school curriculum nights, teachers will share the technology based assignments that students are completing in various content areas.

**INDICATOR 5***5. Title I, Part A; Title I, Part C; Title II, Part D; Title III; IDEA*

*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.*

Students not meeting the state's academic achievement standards will be exposed to grade level curriculum in the regular setting. In addition, disadvantaged students, migrant students, limited English proficient students, and students with disabilities will receive additional support. These sessions will focus on the skills and concepts of the standards that the students have not mastered by providing differentiated instruction designed to address the student's learning modalities. Instruction will be data driven. After school and summer programs will be designed for acceleration as well as remediation. Technology is instrumental in the delivery of instruction. Students will utilize computers/laptops, internet, smart boards for interactive learning, and electronic answering devices (clickers) among other tools.

- Through On-going assessment and data disaggregation, teachers and principals will identify students in need.
- Pre-Tests and Data Disaggregation will guide curriculum planning and the instructional calendar for all teachers.
- Data will drive curriculum, remediation, and tutoring.
- Students who do not meet standards after assessment will participate in small group remediation.
- If students do not master content after small group mastery then they will be provided one-one tutoring on the standard.
- After-school Academic-Focused Program and Saturday sessions will be held for students K-12
- Summer School will be held for students K-12
- Credit Recovery at High School – through summer school and Odyssey Ware Software.
- The ESOL staff will host Parent Meetings once a month for 7 months during the school year. These Parent Meetings will be conducted in the Home Language of our ESOL population, and include, but not limited to the following information: Policies and procedures of the Greene County School District's ESOL program, definitions and applications of local and State standardized tests, the county's missions, iPod and Leap Pad training, and how to interpret standardized test data.
- The ESOL staff will run a room for parents who would like to learn English. Parents who are beginning English speakers will utilize Rosetta Stone, and intermediate English speakers will be given English instruction by an ESOL instructor.
- Increase ESEP participation in school faculty meetings
- Parent Room at GCHS
- Student Services Manual including RTI
- Model classrooms at each school level
- Parent involvement mobile unit at various community locations

ESOL teachers, with oversight from the director of student support services, evaluate the individual needs of EL students regarding their language needs. Based on student need, Greene County Schools use both the pull-out and push-in, and scheduled models of instruction to support EL students with language acquisition.

- Greene County Schools' teachers employ the following strategies for working with EL students:

- Applying the language of Common Core Standards, the WIDA Standards, and the language of CAN Do Descriptors when conversing with students.
  - Visual and graphic organizers are used with ESOL students and schema is activated when new words are introduced.
  - Students are engaged in meaningful conversations that utilize the vocabulary that they have been introduced to.
  - Videos, audio files, and reading passages are used regularly to see language in context and to exchange, compare, and contrast ideas about culture.
  - When writing with ESOL students the writing process is followed closely to teach them modes of writing, sequencing, writing across content areas, and proper use of formal English. The repetition of the process makes students more comfortable practicing sections of the process and they are able to receive feedback and input prior to moving on to the next step. This produces a higher quality final product and makes students more engaged in writing because they do not fear failure.
- Additionally, EL students in the elementary grades will have access to iPod shuffles, participating in a program called "Shuffle My Teacher Home." Shuffle My Teacher Home\* is a program at Greensboro Elementary School that is presently targeting English Limited Learners in second to fifth grade to assist them in their own language acquisition. This program potentially could be extended to other elementary schools in the district. The program is meant to extend the learning day with providing some additional fun activities using technology. The iPods not only help the students but also their parents to acquire a better understanding of the language.
    - Title I Funds will be used to support instruction in before- school, after-school, summer school programs, and Saturday sessions with instruction, transportation, and supplies (printed materials). Title funds will also be used to hire a reading teacher for our alternative learning program, which serves at-risk students from all schools. The teachers will provide small group and individual literacy instruction to students in the program. These programs will be for most at-risk students, who will learn literacy through the content areas of math, social studies and science.
    - Highly effective teachers are recruited to work with high-need students as tutors in grade 3-12. Extended Learning Time will also be implemented in every school for remediation/skill-building.
    - An administrative review is conducted with each teacher to review Classroom and Individual Profile Data Notebooks and Individual Learning Plans. If additional student support is needed then the administrator makes the necessary recommendations and connects teacher/student to resources.
    - GCSD will implement system wide standard intervention protocols for RTI, corresponding to pyramid levels of intervention, to effectively impact student achievement for specific targeted students.
    - All Special Education Teachers and Paraprofessionals attend the training that regular education teachers attend.
    - All Special Education Teachers will attend collaborative teaching training and be coached twice a month by the trainers.
    - Special Education Teachers will enroll (as needed) in content Endorsements (reading, math, science, social studies) to enhance their depth of knowledge in content areas to better serve special education students.
    - All ESOL Teachers will attend ESOL specific conferences at the State level in order to enhance their depth of knowledge in ESOL instructional strategies and supports.
    - Special Education teachers use the same lesson plans and curriculum alignment as the regular education teachers.
    - ESOL teachers utilizing the push-in and pull-out models of service will correlate their lesson plans to classroom teacher lesson plans based on ACCESS data. ESOL teachers using the scheduled model of service will create lesson plans based on ACCESS data and individual student needs.
    - IDEA funds will support and supplement the educational needs of all students with disabilities. These funds will also promote additional support for student with disabilities to be included in the general education classroom and to be able to access the general curriculum and technology.
    - Model classrooms at each school level showing all successful model classrooms.

**INDICATOR #6***6. Professional Learning; Title I, Part A; Title I, Part C; Title II, Part A; Title II, Part D; Title III; Title VI, Part B; IDEA*

*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.*

A comprehensive system wide Three-Year Technology Plan will be updated which incorporates all funding sources (Federal, State, Local, eRate, ELOST and local funds) and coordinates all efforts in a unified vision of technology implementation system wide. ISTE Technology Literacy standards for educators, leaders, and students will be used for learning, teaching and leading in an effort to transform and support digital age learning, to implement technology and transform the instruction landscape. Students will be assessed on mastered skills in each grade PK-12. The plan is not exclusive to current technologies but how to leverage technology to support higher-order thinking. Available technology tools include a Smart Board in every classroom and a five-year replacement schedule on existing equipment. Technology is an integral part of every planning initiative in the county and includes increasing communication to parents and community. Training for the Parent portal is done every year and includes a tour of our website for increased community communication. Professional learning for technology skills and integration will be embedded in the school day during planning periods, offering of online self-paced training and after school trainings.

Teachers in all schools currently have access to their local area network as well as the wide area network. Students have unique user names and network-based folders to begin development of electronic portfolios to follow them through their Greene County school experience. Internet access is available on all computers in the classroom and protected by a firewall for student use. A philosophy of “unequaled resources for unequaled needs” allows additional flexibility at all grade levels for the distribution of technology resources. The system has high speed Internet access and wireless coverage in each instructional building as well as in the Central Office. All certified personnel have a modern laptop for use as a teacher workstation.

Our District utilizes software titles and online Internet subscription services as resources to supplement classroom instruction, improve student achievement and access the curriculum for students. Read 180, OdysseyWare, Study Island, USA Test Prep, I-Station: All-In-Learning, PD360, Destiny, and Renaissance Learning are among the titles used by our teachers and students.

*Elementary Schools*

Elementary schools have a standard of three to one networked, Internet accessible, student computers placed by school administration. Each elementary school has at minimum one 20-28 stationary desktop computer lab. Teachers in the elementary schools are currently using computers and web based software such as I-Station for student reinforcement of skills on programs. Microsoft Office product licenses are utilized for word processing, and beginning spreadsheet and presentation skills are learned. All classrooms are equipped with SMARTboards and each school has sets of student response systems and room audio systems that are used for vertically aligned technology skill instruction and for whole-class use of software. The Internet is used to conduct research and online digital resources that are tied to objectives being taught in the regular classroom. NWEA (*Northwest Evaluation Instrument*) is used for curriculum testing, and to collect and analyze data to determine instructional needs as well as to identify students who need enrichment or remediation

*Middle School*

Teachers and students in the middle school use the computers for a variety of purposes. All classrooms have SMARTboards. Computer labs are available for whole-class instruction and technology labs are used for connections classes. Internet access ( LAN and wireless ) are available on all computers. The media center has ten machines used for lookup, research, and projects. Teachers utilize *NWEA testing data* to tailor instruction to individual student needs.

### *High School*

Greene County High School also has a local area network and Internet access on all machines. Two awarded grants (Federal HSGI and State SIG) enabled the district to implement a 1:1 mobile device initiative for the staff and students of Greene County High School (2012) and they are continuing to maintain the devices for student use. Two vocational business education labs and one Digital Video classroom are used for specialized instruction. Two additional labs are available for use based on teacher need. All high school classrooms are equipped with SMART boards. Available for use is TI graphing calculators and the wireless capability for use in higher-level math classes.

### Administrative Uses of Technology

One of the District's Strategic goals is attracting, retaining and training the best teachers, principals and staff. If we are to attract and retain the most effective educators, it is our belief that we must leverage technology to strengthen and elevate the teaching profession. Data-driven decision making is at the core of central office and school-based operations. Technology is used to obtain the data. Front office and central office administrative functions are technology-based and incorporate features that facilitate the collection, aggregation and assimilation of data. Data supported reports are used by administrators to make informed decisions on all facets of K-12 school operations.

### Additional Professional Development

All instructional leaders and staff will receive training on our electronic walkthrough tool (Edivate).

Instructional coaches will continue to deliver training to teachers in data management and how to use testing software and programs for increased student achievement.

The director of technology provides initial training to all new teachers and administrators (and updates to returning staff) regarding the use of Infinite Campus.

All federal program coordinators will work together to integrate funds. Coordinators (including Title I, Title II, Title III, special education, and the director of technology), meet monthly to discuss program goals and expenditures, ensuring that we are not duplicating services. Additionally, all purchases made with federal funds are approved by the Title I Director/assistant superintendent. These purchases are also cleared with the district's accountant/grant manager to ensure that the expenditures are allowable. The LEA is also distributing a list of federal program expenditures "dos and don'ts" to system and school leaders.

**Indicator #7****7. Title II, Part D**

*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 alignment of technology skills developed for grades PK-12 to drive instruction in computer labs for basic technology literacy skills will be evaluated and updated to be based on ISTE Technology Literacy standards. Mastery of the given skills are accessed within all curriculum standards. All skills PK-8 will contribute to successful technology literacy by grade 8 and quarterly assessments will measure progress during the eighth grade year. Please see attachment # 2 Technology Plan.*

**Indicator #8***8. Professional Learning; All federal programs; E-Rate*

*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.*

## Professional Learning:

- Provide technical assistance/professional learning on how to assure programs are scientifically based for school and central office leadership personnel. 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.
- Provide Professional Learning activities that are job embedded.
- Implement on-going professional learning activities in differentiated instruction, standards-based classroom, collaborative teaching/co-teaching method and in technology integration/literacy, and mathematics foundations.
- Strategies for Assuring Scientifically Based Research focus aligned to needs:
- Require principals and program directors to submit a Staff Development Budget that is aligned with the District Strategic Plan and the School Improvement Plan outlining all requests for the School Year to ensure cohesive delivery of best practice based on data to inform current needs supervisor along with each request to purchase a service or product that exceeds a set amount of funds. The form includes a description of the service or product to be purchased, and a reference to specific educational research that provides scientific evidence to support the service, product, approach to instruction.
- Identify, modify, and provide support on system weaknesses focusing on instruction with SBR.
- A committee process shall be involved in making decisions for purchasing large items/programs or system-wide initiatives. Committee members shall be provided a rubric/evaluation form that assures SBR compliance. The Greene County School System complies with the Principles of Effectiveness for Safe and Drug Free Schools by providing professional learning in all schools and selects and implements scientifically and/or evidence-based practices and products which are utilized to target assessed needs.
- Professional learning/technical assistance & implementation coaching for Read 180 software.
- Training in International Baccalaureate strategies and methods.
- Training on Istation software for interventions in reading and math.

Each major Title II, Part A funded activity approved in FY15 will be based on identified needs within the district and aligned with district and school goals. Funding will be prioritized based upon need and as outlined in each School Improvement Plan. All SIPs will include (1) a description of the need to be addressed; (2) timeline for implementation; (3) identification of funding source; (3) artifacts and evidence for determining effectiveness of implementation. In addition, the district will require that all Title II, Part A funded activities be included in the district/school monitoring plan to ensure that data is collected, reviewed, analyzed according to a prescribed monitoring timeline as a part of the professional learning evaluation process. All Title II, Part A PL will have clearly stated objectives. Within the analysis timeline, it will be determined through the generation and use of data whether the objectives were met, whether the PL/presenter was effective, and next steps for continuous improvement.

**INDICATOR #9***9. Title I, Part A; Title I, Part C; Title II, Part D; Title III; IDEA, EHCY*

*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.*
- a) Technology title funds are coordinated with ELOST, ERate, local, and specific technology grant (eMath, Wireless, etc.) in order to support the three year technology plan. Please see attachment # 2 Technology Plan. Professional Learning supports the system improvement plan as well as each school improvement plan.

Title 1 funds are supplemental to state and local funds.

- Parental involvement
- Professional Learning
- After School/ Summer School Programs

Title I funds will be used to enhance instruction in the following ways:

- Study Island Renewal
  - For license renewal and training on Performance Matters software (which will allow teachers to create assessments for core courses to collect and use student data for improving instruction and preparing for state assessments.
  - To support the Read 180 software implementation (including teacher training, and additional supplies/headsets for computers.
  - Support and software for the Northwest Evaluation and Assessment software.
  - To purchase Turning Point Response technology (An assessment and data collection tool that includes student response clickers.)
  - Fountas and Pinnell literacy assessment supplies and training.
  - Salaries of teachers working with at-risk students in core academic areas.
- b) Special Education- IDEA funds will also support early-intervention efforts for non-disabled student showing academic weaknesses to provide prevention instead of labeling. IDEA funds also will supplement the needs of all disabled children as well as providing Professional Learning to teachers for delivery of service in the general education environment. The ELL program is funded by federal, state, and local funds (). Even Start- not applicable to Greene County Head Start- IDEA provides Special Ed services for students with disabilities who attend Head Start, First United Methodist Church and Tender Care. Services are provided for all 3 year olds with an IEP or ISP. Greene County is partnered with Babies Can't Wait to provide a continuum of service for students on or before their 3<sup>rd</sup> birthday. Students are supported in their schools and benefit from intensive instruction. This serves as a pre-transition from Pre K – 3 to the Pre K – 4 setting. These services are designed to result in outcomes where students exhibit social/emotional, language communication, early literacy and adaptive behaviors comparable to his age level peers.

IDEA Preschool (Greene County Preschool-Three Year Old Program) is supported by IDEA funds for three year olds with developmental delays. The remainder of the preschool programs is provided by IDEA and state lottery funds for all four year olds. There is coordination between the preschool and both elementary schools to provide a smooth transition to Kindergarten and the elementary school programs. Skills are taught to prepare and assist

Pre-K students to transition from Pre-K to kindergarten. Other activities- joint assembly programs between local elementary school and Preschool and end-of-the-year visiting to future kindergarten classes.

- c) Programs for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, and the Homeless Program will be included in coordination efforts and immigrant children will be monitored and evaluated to determine program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program through observation, needs assessments, and evaluations. All federal funds, state, and local funds will be utilized to support these evaluations.

**INDICATOR #10***10. Title IV*

*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.*

The Greene County School System is using the Life Skill curriculum that meets the Principles of Effectiveness based on assessment data, thereby assuring a safe, orderly, drug-free learning environment. The district collaborates with various community entities including parents, federal, state, and community leaders and school officials. Greene County School System participates in/ provides the following activities and resources to ensure that the school community is safe:

Activities include but are not limited to:

- School Resource Officer
- Monthly school safety meetings that consist of local law enforcement officers; district personnel; and representatives from each school
- Professional Learning activities – Bullying prevention; emergency response training provided by GEMA
- Trainings for school counselors
- Peer mediation
- First Aid and CPR, Emergency preparedness and response training.

The current SDFS needs assessment indicates our efforts should focus on bullying prevention and intervention. The district uses funds directed to this area of concern both in materials, activities, and training opportunities for teachers, administrators, counselors, parents, community members and students. This data will be shared with the Greene County Family Connection Collaborative, the School Board, and with the system Leadership Team. The principals will share information with school councils.

**INDICATOR #11***11. Title I, Part A; Title II, Part D*

*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.*

Greene County School District uses the direct certification and Community Eligibility Provision to identify eligible attendance areas and schools to be served. The schools to be served in 2015-2016 are Union Point Elementary, Greensboro Elementary, Carson Middle School, and Greene County High School.

**INDICATOR #12**

12. Title I, Part A; Title I, Part C; Title IV

*A description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools.*

Greene County will have no Target Assistance Schools in Fiscal Year 2016.

**INDICATOR #13***13. All Programs*

*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.*

Greene County implements the Common Core Georgia Standards of Excellence and the ESEA school-wide program guidelines utilizing scientifically based research, data analysis, best practices and needs assessment to guide its instructional programs. The district aims for uniformity in its instructional programs. All school-wide schools will have the following interventions:

- Instructional Coaches will be implemented to provide modeling, data driven instructional strategies, and differentiation.
- A support specialist push-in model will be utilized with ESOL and students with disabilities.
- Gifted students will be served in a resource model for grades K-5, and the advanced content model for grades 6-12.
- The after-school and the summer school programs focus on acceleration and remediation in grades K-12.
- Anita White Carson Middle School and Greene County High School professional development will be focused on the Middle Years Program as an International Baccalaureate School; The support specialist push-in model is utilized to serve ESOL and students with disabilities.
- Title II funds will be used for instructional coaches, mentoring, and provide professional learning to teachers.
- An assigned consultant trains and monitors differentiated instruction and co-teaching.
- An after school program and summer school program focus on acceleration and remediation.
- Safe and Drug Free Schools initiatives in all schools. The district utilizes school resource officers.
- In addition, local funds and Title I funds will be used to pay the salaries of teachers in core content areas/grade levels in which data reveal the need, reduce class size, provide professional development, and data-driven decision making with the testing materials for the NWEA-MAP growth model.
- All schools use benchmark testing to drive instruction in all academic core areas.
- All schools use software to remediate students who are two or more years behind their grade level in reading.
- All schools focus on literacy instruction including content literacy and foundational literacy.

The Greene County School System will not have any targeted assistance schools.

Although we do not have any neglected and delinquent residential facilities in our school attendance area, if one should arise, we will consult with the facility regarding Title I services.

- The Greene County School District has an alternative education program that serves children from all schools. Students have teachers and tutors who help them with their work. Beginning in the 2015-2016 school year, students will receive small group and individual instruction from a reading teacher.

**INDICATOR #14***14. Title I, Part A; IDEA; EHCY*

*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.*

If homeless students (defined by state criteria) move into our district, the following procedures will be followed. The Homeless Liaison will work with the registrar in the registration process to identify homeless children. The GC residency form is included in handbook at each school and the parents complete and return to the school at the beginning of the year. Homeless Liaison identifies homeless students from the completed forms and makes contact with students to verify they are homeless. The Title I department works with the liaison for the homeless to assess related needs of the homeless children and youth and plan strategies to meet those needs. Student case information would be used to identify related needs such as a need for personal school supplies. Student's educational needs are assessed by the school by reviewing assessment instruments/tests. Also formative assessments would be used along with along with available data and information to produce a summary of needs. In addition, if homeless children move to our district, services such as extended day, tutoring, transportation, supplies, uniforms and any identified educational modifications and supplies will be provided. At the beginning of each year Title I would meet with all principals and informs them of the requirements related to Homeless Students. Title I funds will be set aside to provide the services described above and any additional services that are needed for homeless children in Title I and non-Title schools as well.

The system would use the following to ensure that homeless children are not stigmatized: A framework for understanding poverty professional learning series (Poverty Simulation), which shall be required for all teachers and administrators. Principals shall provide professional learning on the issue of not isolating or stigmatizing homeless children during the school year with staff.

**Indicator 15**

15. Title I, Part A; Title I, Part C; Title II, Part D; Title III; Title IV; IDEA

*A description of the strategies the LEA will use to implement effective parental involvement in all programs. The description must include the following*

- 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 will provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities.*
- c. *How the LEA will build school and parents capacity for strong parental involvement including how the LEA builds capacity to support a partnership among the school, parents, and community.*
- d. *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.*
- e. *How the LEA will conduct an annual evaluation of the content and effectiveness of parental involvement.*
- f. *How the LEA will use data from the annual evaluation to design strategies for a more effective parental involvement policy.*
- g. *How the LEA will involve parents in schoolwide activities.*

- 1) The district requires each school to develop a written school parent compact and Parent Involvement Policy. All parents are given the opportunity to contribute to the writing/planning of the parent involvement plan/policies. Parents may attend school level Title I and parent involvement meetings at individual schools to share input. These meetings are schedule by the principal and the parent involvement coordinator. Parents are made aware of these planning meetings in multiple ways including using the district's Connect 5 (home calling system), letters home, and announcements on school websites. All parents are also invited to district-wide parental involvement meetings. The parent coordinator and the communications coordinator ensures that these meetings are published on the website and in local papers. Parents have the opportunity at these meetings to provide input into the LEA parental involvement policy and the 1% set aside. For parents who cannot make the meetings, we also leave copies of the LEA Parental involvement policy in reception areas at schools, and post to the website for them to give input.
- 2) Every school holds an annual meeting to inform participating parents about Title I programs (Agenda and other documentation is kept on file).
- 3) The LEA with parent liaison reviews the effectiveness of school parental involvement activities annually. Parents will be invited to take surveys specific to each of the parent involvement activities that the schools host. The parent involvement coordinator provides training to school administrators, counselors, and program coordinators (i.e.: dropout prevention coordinator) on appropriate parent involvement activities. School administrators (including alternative school coordinator) and counselors also have the opportunity to attend workshops on parent involvement and family engagement (e.g.: the dropout prevention summer institute workshop). The parent involvement coordinator works with principals to plan parent activities (e.g.: developing a parent resource room for schools).
- 4) The Greene County School district and schools shall ensure that the six requirements to build parent capacities to be involved in the school are carried out. Examples of these components are:
  - Assisting in understanding the State's content standard – (Distributed by grade level the State generated Common Core GPS brochures) - Providing materials and training to assist their children
  - Educating staff in the value and utility of contributions
  - Provides annual staff development to teachers on working effectively with parents
  - Coordinating and intergrading parental involvement programs and activities . . .
  - Parent Involvement programs for Title I, Sp Ed, EIP, etc.
  - Ensuring that information is sent to parents in an understanding language (school system personnel makes an effort to write materials that will be sent to parents in a user friendly language) Documents are translated by request of Parent Liaison for each school.
  - Providing such other reasonable support as requested

- District maintains parent resources which are available for parents to use and or check-out in the Parent Resource Centers at each school) Surveys of parents will be conducted at informational sessions held at individual schools. As a result of survey information, a system committee will meet to review and define specific activities for the remainder of the year but will include at least one research based activity such as: Parent University, parent tutors at school or other parent involvement programs. All activities conducted will have a data collection component built in for evaluation.
- All workshops at each school will provide a parent evaluation at the end of each session.

The parent involvement coordinator works with coordinators of early childhood programs (i.e.: preschool) to ensure that they have parent involvement strategies. The preschool coordinator is invited to attend all district level parent involvement meetings/sessions. The preschool coordinator (supported by the parent liaison) also hosts a number of events and activities that engage parents in the education process.

The district supports schools as individual schools design and implement parent resource centers.

The needs assessment is conducted initially at the building level at each school. This is done by the building principal in collaboration with the school council and school leadership. Each building principal reviews and analyzes testing data, perception data, faculty, grade level and content area team meeting information; leadership team meeting information; community and parent meetings; student surveys; advisory panels' data; (needs to be deleted because all schools do not have school council) and family connection activity data. As a part of the Strategic Planning Process, All information from the schools is compiled. A community engagement meeting is then held. The district office leadership team conducts an annual retreat to discuss all of the information gathered from the schools. Some of the actions used by the leadership includes reviewing data from the Georgia Professional Standards commission Equity Technical Assistance reports, the Title 1-Comparability Report and other student achievement data is analyzed to see where growth is needed in student instructional achievement using differentiation. Finally, the district involves school administrators and all other stakeholders in the needs assessment to revise the "CLIP", and guide all district efforts. The CLIP meeting is advertised in the local newspaper and on the district website, inviting all parents and community members to attend. This includes prioritization of needs, and action planning to ensure equity. During the district-wide needs assessment meeting, all stakeholders are guided through a Gallery Walk which consists of displays of test data, perception data and Title survey data. During the Gallery walk stakeholders are encouraged to discuss areas of improvement and areas of achievement. Once the group is brought back to the large group, the discussions continue and we write down and prioritize the needs. After all the data has been compiled and prioritized, those areas most in need are addressed. This information is then brought to the Superintendents Cabinet, higher ed. partners and principals to be discussed and agreed

#### Title II FY15

The needs assessment is conducted initially at the building level at each school. This is done by the building principal in collaboration with the school council and school leadership. Each building principal reviews and analyzes testing data, perception data, faculty, grade level and content area team meeting information; leadership team meeting information; community and parent meetings; student surveys; advisory panels data; and family connection activity data. As a part of the Strategic Planning Process, all information from the schools is compiled. A community engagement meeting is then held. The district office leadership team conducts an annual retreat to discuss all of the information gathered from the schools. Finally, the district involves school administrators and all other stakeholders in the needs assessment to revise the "CLIP", and guide all district efforts. This includes prioritization of needs, and action planning to ensure equity.

During the district-wide needs assessment meeting, all stakeholders are guided through a Gallery Walk which consist of displays of test data, perception data and Title survey data. During the Gallery walk stakeholders are encouraged to discuss areas of improvement and areas of achievement. Once the group is brought back to the large group, the discussions continue and we write down and prioritize the needs. After all the data has been compiled and prioritized, those areas most in need are addressed. This information is then brought to the Superintendents Cabinet, higher ed. partners and principals to be discussed and agreed upon.

The leadership committee collaborates throughout the year on the actions and strategies that would be appropriate to meet the prioritized needs for the district. Some of the actions used by the leadership committee is to review data from the Georgia Professional Standards commission Equity Technical Assistance reports, the Title 1-Comparability Report and other student achievement data is analyzed to see where growth is needed in student instructional achievement using differentiation.

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**INDICATOR #16***16. Title I, Part A*

*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.*

The Greene County School System provides ongoing support to its Focus and Priority schools. Alignment of school goals to the system goals ensures that professional development will be provided in areas of assessed need for the school. Greene County supports the Focus and Priority schools by providing assistance in the development of the school improvement plans and flexible learning plans from specified central office staff. Professional learning and assistance with data utilization to inform instructional decisions will be conducted at the Priority and Focus schools. Through the analysis of data, the schools shall develop a SIP to address identified target areas based on available State Assessment data, NWEA-MAP testing, school collected data, and survey perception data. Central Office staff, along with the school leadership team, shall monitor the implementation of the SIP through the regular use of school-wide awareness walks, and team meetings to report on the progress of the strategies and interventions noted in the SIP. Required data will be provided to show the impact of the intervention/strategy on student achievement. Formative assessment results shall be used to provide evidence of progress toward goals (i.e. benchmark assessments, teacher-made tests, student portfolios, data displays, etc.). Guidance for revising and developing school improvement plans, corrective plans and restructuring plans shall be provided by the State and Northeast Georgia RESA School Improvement Specialist assigned to Greene County. In addition, the Greene County School System will use district data teams to assist individual schools with data collection and analysis and the district's curriculum and instruction department and team to conduct classroom and school walkthroughs to provide schools with feedback regarding their instructional and organizational practices.

The Greene County School district hosts an administrator training at the beginning of each school year to discuss Title I program components, instructional planning, how to write and revise schoolwide plans, and the use of data.

The parent involvement coordinator ensures that all schools including the district's priority and focus schools plan meaningful parent activities that focus on curriculum, standards, and helping students succeed.

The district's director of school improvement and the director of Title I reviews flexible learning plans and increased learning time of priority and focus schools, offering suggestions for increased efficiency and effectiveness.

Monthly principals' meetings and instructional coaches' meetings are held to discuss student achievement, student data, and school improvement with coaches, school and district leaders (including the Title I Director) and to provide guidance to Focus and Priority schools.

The Title I Director meets with principals from focus and priority schools offering suggestions helping research strategies for school improvement and monitoring progress.

**INDICATOR 17***17. Title I, Part A*

*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.*

The Flexible Learning Plan (FLP) at Greensboro Elementary School (GES) will focus on improving student achievement in the core academic areas. The program will utilize Istation software and hands on projects in order to remediate and accelerate / preview standards that the data show are in need of addressing. Vocabulary building and informational text based on the standards will help the students master content and their reading comprehension. All stakeholders will have a chance to voice their ideas at a preplanning meeting for our FLP before submitting final documentation to the state. School administration as well as the FLP coordinator will monitor all necessary components of the plan. Greene County High School (GCHS) will operate the Flexible Learning Plan during the school day. The school will use the increased learning time (ILT model) to serve students needing remediation in core academic areas. By emphasizing all core academic area, GCHS will increase the number of students passing courses and earning core academic credit, leading to an increased graduation rate. The ranking of students at GCHS will be based of 2014 EOCT Coordinate Algebra Scores, Analytic Geometry Scores, and students' status for graduation (on track with academic credits shown on students' transcripts). Both schools will use a combination of small group direct instruction and online learning programs (Study Island).

Greene County School District conducts the following to implement the Flexible Learning Program:

- provides guidance to Focus and Priority schools regarding the implementation of the FLP through written communication and meetings
- Maintains copies of documents and reports identifying schools as priority or focus to ensure that the FLP is implemented in all eligible Title I schools.
- completes actions and documentation for parents: a notification letter is sent to parents of eligible children of the availability and structure of the FLP
- Parent meetings will be held to inform parents about the purpose of the FLP program. Parents will receive personal phone calls from counselors, and the administrative team regarding the parent meetings and the FLP. Students and their parents will receive FLP registration packets via mail.
- The LEA ensures that district and school staff attend required trainings for Focus and Priority Schools to acquire knowledge on successfully implementing the FLP.
- The LEA ensures that Focus and Priority schools' FLP reflect the needs stated in the School Improvement Plan.
- The LEA ensures that funds are allocated and budgeted properly (adhering to state guidelines) to implement the FLP.
- The LEA ensures that schools have the available resources to implement their FLP, including transportation and professional development.
- Parents have the opportunity to contribute input to the FLP.
- The LEA ensures that a data analysis of the FLP is conducted to determine the effectiveness of the program.

**INDICATOR 18***18. Title I, Part A; Title II, Part A and Title II, Part D; Title III; IDEA*

*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;*

The Greene County School System provides all parents notice by letter at the beginning of the school year that describes the definition of highly qualified and describes for parents how they can request teacher qualifications for their child's teacher(s). If any classroom teacher is not highly qualified, after twenty days, a letter is sent home to parents to inform them that their children are not currently being taught by a highly qualified teacher. Special Education Teachers affected by the NCLB certification change will be afforded an opportunity to receive instruction in reading and math, as supported by our local RESA (i.e., reading and math endorsements). The professional learning will assist special education teachers in securing content area certifications (as needed) to expand their flexibility and content specific knowledge.

- a. FY15: 99.2% of teachers and 100% of paraprofessionals were Highly Qualified.
  - FY14: 99.83% of teachers and 96.55% of paraprofessionals were Highly Qualified.
  - FY13: 97.49% of teachers and 93.16% of paraprofessionals were Highly Qualified.
  - FY12 and FY11: 100% of teachers and 100% of paraprofessionals were Highly Qualified.
  - Historically, for the past five years, the percent of teachers and paraprofessionals who were Highly Qualified has been greater than 93%. On average over the past 5 years, 99.30% of teachers and 97.94% of paraprofessionals have been Highly Qualified.
- b. For FY14, one general education teacher was non-HiQ. This teacher was employed in the high school setting during FY15.
- c. In the event the district should hire a non-HiQ teacher or paraprofessional or transfer a teacher into a position where they are non-HiQ for the specific subject, then a remediation plan will be developed and staff will be enrolled into professional learning experiences to enable them to become Highly Qualified. Remediation plans are also required for teachers who do not have clear renewal certificates (i.e., TAPPS teachers). The Remediation Plan will include coursework and content assessment options for the teacher or paraprofessional to become Highly Qualified. The plan will also offer assistance with finding preparation material and registration information. If funds are available, the district will offer to pay professional learning experience expenses (in exchange for years of service) and reimburse test fees. The remediation plans are the responsibility of the Title II-A Coordinator, Principal, and Teacher to verify progress made and to have a hard copy on file of the remediation plans in the central office. The Remediation Plan requires acknowledgment signatures of the teacher or paraprofessional and the principal. Depending on the specific option the teacher or paraprofessional plans to take in order to meet the HiQ requirement, the Title II-A Coordinator will require proof of registration for the course or content assessment and will follow-up with progress. If the teacher or paraprofessional fails on the first attempt at passing an assessment, the district may provide tutoring, may adjust student schedules, may use collaboration models, and/or may request the teacher register for the next available content assessment. Continuous monitoring will be coordinated between the Educator, Principal, and Title II-A Coordinator, to ensure that all students are provided a Highly Qualified teacher and/or paraprofessional, as expeditiously as possible.

Greene County ensures that parents have been informed of their "right to know" by having a form letter printed in each student's agenda. The district's communications coordinators review all student agendas for content to include the "right to know" before approving for print. Additionally, "right to know" information is posted on the

districts' website for public access and on the front counters at our schools.

- d. Greene County requires that any long term sub be HiQ before being considered for hiring. It is the District's preference to hire retired/former teachers in this capacity. In the event a HiQ long term sub cannot be found and the selected substitute teacher is not HiQ, a letter will be sent home after 20 days to inform parents that their child is not being taught by a HiQ teacher. These letters are mailed to parents and kept on file at the school level and district office.

The LEA ensures that parents have been notified when students have been taught by a non-HiQ teacher by having the principal submit a copy of the letter sent to the central office where it is kept on file with the Title II- documentation.

- e. The Greene County School System promotes technology and has made a sizeable investment to that end over the years. Annually the district offers trainings on technology integration. High and middle school teachers have been trained on one-to-one technology implementations. All classrooms have Smartboards and teachers have been trained on utilization of them. While teacher and administrator technology literacy in the district range from emerging to advanced, all are required meet minimum requirements for technology literacy. In the past LoTi has been used to assess teacher and administrator literacy. Currently, self-assessments and needs-assessments are being and will continue to be used to determine proficiency and professional learning needs. Through partnership with UGA's Educational Technology Center and technology savvy staff, the District is able to make technology offerings at varying levels to address the needs of all staff. Additionally, UGA ETC has assisted in classroom walkthroughs, providing feedback on technology resource integration to better enable classroom instruction. In district technology integration trainings will be offered during FY16 as needed and as a part of differentiated professional learning options for growth purposes.
- f. The Greene County School System will ensure that EL teachers are fluent in English. We will evaluate teacher's written and oral communications skills during the hiring process. All EL teachers must demonstrate their communication abilities during the interview; must present proof of graduation from a United States college or university or present proof of graduation from a foreign university or college that the district recognizes as meeting the U.S. equivalency. Principals will provide the English fluency certification for EL teachers to the district office (Director of Student Services).

**INDICATOR 19***19. Professional Learning; and all federal programs*

*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.*

All professional learning is based on scientifically-based practices. Topics include Curriculum Vertical Alignment, TKES/LKES training, 21<sup>st</sup> Century Teaching and Learning, Integrating Technology into the Curriculum (SMARTboard, PD 360, etc.) Growth model benchmarking, Data-driven Instruction, The Standards-Based Classroom, Rigor and Relevance, FERPA Guidelines, Assessing with Rubrics, Differentiated Instruction, Parental Involvement, Cultural Understanding and Single Gender Education.

- a. Regular and Special Education Co-Teachers participate annually in a rigorous Co-Teaching Professional Learning Workshop. The participants will continue to be supported and monitored on a regular basis. The special education director will provide support to all four schools by offering conferences, in class support, and modeling. This collaborative support is provided for the needs of all students including students with disabilities, English Language Learners, Gifted and Talented.

Professional learning in the areas of co-teaching and collaborative planning will continue in 2015-2016. This will include differentiated instruction training and support for all students needs including students with disabilities, students with special learning needs (including those who are gifted and talented), and those with limited English proficiency.

- b. Student behavior continues to be monitored by the system's Pyramid of Intervention as directed by the Georgia Department of Education. Positive Behavior Support embedded professional learning will be provided for all staff members in promotion of positive character traits. School psychologists also serve as intervention specialists by providing strategies to staff to deter or decrease students' inappropriate behavior. Experts will be called up to provide job-embedded de-escalation and intervention trainings to designated personnel who will serve as trainers for replicating trainings and sharing insights gained throughout the district. Through in-building induction programs, mentors will support new and struggling teachers with classroom management strategies and techniques.
- c. Parental Involvement is a key component of the Greene County's Strategic Plan. Parents are encouraged to attend and participate through PTA (Parent Teachers Association), Parent Meetings, Parent University, Town Hall Forums (i.e. Closing the Gap), Breakfast/Coffee with the Principal, Muffins with Mom, Coffee With the Superintendent, For Men Only Luncheon, Math, Reading and Science Nights, and board meetings. Parents serve as members of the numerous committees (School Council, Advisory Committee, and Budget Committee). They also serve as mentors and volunteers in the schools. The system continues to keep parents informed through the media (radio, newspaper, system web site, Facebook, and Twitter). A parental involvement coordinator works part-time to support all parental involvement efforts in the system including mentoring, Parent University and parent technology training, community outreach services, business partnerships, etc. Also, a system web page is kept current to inform parents of school and system happenings and to keep parent and community informed in all aspects of system policies and procedures.
- d. Growth model assessments, available state assessment scores, and pre and post testing will be an integral part of the planning process. Pre assessment tools will be utilized for diagnostic purposes to plan and deliver instruction as needed for student mastery. Benchmarking will be used for progress monitoring purposes. Growth model assessments will provide teachers with mastery and deficit data of individual students in order to individualize instruction. During 2015-2016, all teachers will have a growth assessment, either a SGP or SLO. The data will be analyzed and used in planning and implementing differentiated instruction for students. Staff will continue to be supported in retrieving/accessing and data interpretation. Data digs will be conducted. Along with differentiated instruction, continuous assessment will be utilized to drive instruction. Standards mastery and assessment understanding will be focal points of TKES familiarization and implementation.

- e. System level professional learning is offered regularly on the use of technology (smart boards, I-Pad, Moodle, etc.). Numerous needs assessments reveal that teachers are comfortable in the use of technology and requesting assistance if needed. Additional technology classes are available through Northeast Georgia RESA and the University of Georgia's Technology Training Center. Greene County requires teachers to complete surveys and respond using technology as an indicator of their "comfort level" in using technology and walkthroughs gather data on teacher technology integration. Each school building will offer technology trainings, specific to their building's needs, that teachers may opt to participate in. Teachers are able to opt out of building technology offerings by signing to indicate possession of a level of proficiency.

#### Meeting Diverse Needs of Students

All Greene County Schools teachers participate each spring in an annual needs assessment related to their professional learning needs and specifically with regard to their ability to differentiate instruction based on the diverse needs of the students they teach. Teachers surveyed indicated in this year's, as in previous year's, needs assessment that they needed additional training in differentiated instruction. At the building level, principals noted conferences held with teachers who were having difficulty meeting the diverse needs of students. Walk-through observations by district level staff also were used to assess this same weakness. Walk-through training has been provided to all central office administrators along with building level administrators to enable a more formal and structured way to assess this dimension of teacher efficacy (along with other aspects of effective, standards-based instruction). Teachers and staff will continue to receive walkthrough training as we implement TKES and Observation 360.

Although we have seen increases in reading math in many instances, our system will continue concentrating on reading and math achievement this year as a result of poor performance and the NWEA scores which were nationally normed and showed significant numbers of students below grade level for reading— especially for students with disabilities. Targeted content area teachers will also receive training in effective science and social studies teaching strategies. All content teachers will participate in TKES and Common Core trainings in 2015-2016. Teachers are encouraged to seek endorsements in Reading and Math leading, to pursue certification upgrades and training out of system for specific purposes (Advanced Placement, CTAE, etc.). RTI implementation continues with an emphasis on understanding the wide array of learning styles and needs in order to determine the most appropriate instructional approach for any child who struggles. School level professional development is planned for the specific needs of their individual populations. All professional learning activities are designed for engagement and to ensure that attendees walk away with resources that they can readily use in the classroom setting upon return. During 2015-2016, teachers will be trained on cultural understanding for the purposes of motivation and improving rigor and relevance.

**Indicator 20***20. Professional Learning and all federal programs*

*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.*

The Greene County School System annually will conduct a Professional Learning needs assessment. Sources of information are included but not limited to student demographics, student learning, student processes, and perceptions. Central Office staff, school level staff that includes general educators, special education educators, gifted, ESOL, etc, and BOE members analyze the data to update the professional learning plan that will support and be aligned with each improvement strategy system wide as well as school wide. The following documents guide the development and implementation of all professional learning activities:

- TKES Handbook
- National Staff Development Council Standards
- The Greene County Strategic Plan
- 21 Century Skills Framework

All professional learning activities from the previous year are evaluated based on participation and needs assessment surveys to assist in refining district goals and to set professional learning priorities for the upcoming years. Schools complete school improvement plans that reflect district initiatives based on achievement data and specific school improvement efforts. There is a focused and targeted alignment of efforts and initiatives between the District's Strategic Plan, CLIP and each schools SIP.

**INDICATOR 21***21. Professional Learning; and all federal programs*

*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.*

All of the professional learning is scientifically-based (100%). All teachers participated in at least one highly qualified professional learning activity during FY15. Topics included Common Core, Differentiation, TKES, Curriculum Vertical Alignment, Integrating Technology into the Curriculum (Edviation, SMARTboard, Classworks, etc.) Growth model benchmarking, Data- driven Instruction, The Standards-Based Classroom, READ 180, Rigor and Relevance, FERPA Guidelines, Parental Involvement, Common Formative Assessments, Literacy Across the Curriculum, and Strategies for dropout prevention.

For the 2015-2016 school year, teachers will receive training in Common Core, TKES, LKES, SLOs, Performance Matters Platform Management, RTI, Universal Design for Learning, READ 180, Technology Integration, Data-driven Instruction, Literacy Integration, Math instructional strategies, Rigor and Relevance, Student Engagement, and continue to receive training in differentiated instruction, and research-based strategies for helping students succeed.

Additional professional learning will address:

- Curriculum development and alignment with State standards
- Utilization of available state curricular resources (i.e., SLDS)
- Quality assessment generation and use (i.e., benchmarks and SLOs)
- Growth model assessments to drive instructional decisions
- Targeted teachers will receive International Baccalaureate training, integrating the curriculum through interdisciplinary studies, thematic projects, experience-based learning, creative collaborations, and technology integration to support student achievement.
- Consistent curriculum implementation system-wide and at the school level
- Resources available through local community agencies for supporting student health and positive youth development (i.e., ATLAS).

Title II funds will be used in conjunction with other state, federal, and local funds to address the professional learning needs of the LEA. Title I funds will be used to provide professional learning for training on Performance Matters for student assessment and teacher evaluation, technology integration, classroom management, GAEL and GACIS conferences, Common Core and effective co-teaching. Title II funds will be used to provide staff development in literacy, differentiated instruction, math conferences, reading, math and gifted endorsements, etc. Title I funds will also be used to support RTI and TKES implementations, to improve instructional leadership capacity within the district, for stipends for teachers who participate in unit development and alignment training. Title I funds will also be used for instructional coaches' salaries and science content training for elementary teachers.

FY15

All of the professional learning is scientifically-based. During FY15 all (100%) of the teachers participated in at least one high quality professional learning activity as documented in the FY 15 Title II PL Documentation excel spreadsheet.

**INDICATOR #22**

*22. Title I, Part A; Title I, Part C; Title I, Part D; Title III; Title IV, Part A*

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

- I. For Title 1 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 school within the school district are invited to a consultation meeting for Title II-A, Title III, Title IV-A and Title V. II. Private schools are notified each Spring.
- 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, a response form, and Title 1 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. Greene County also sets aside an equitable share of funds for private school professional learning activities. Work with special ed and other programs to meet their requirements.

## Indicator 23

### 23. Professional Learning and all federal programs

*A description of the process the LEA will conduct annually to review and revise the LEA Comprehensive Plan for Improving Student Academic Achievement.*

Annual planning meetings are held to evaluate system and school data using the Comprehensive Plan for Student Achievement. A linear planning process has been created for the development of the comprehensive plan for including student achievement. A CLIP committee that includes representatives from Central Office, school level representatives such as principals, reg/special ed teachers on all grade levels, counselors, community representatives, and School Board members, and parents provides input to the CLIP revision process. The CLIP is presented at a the annual CLIP review meeting to which all parents are invited. This meeting is announced in the local papers and on school websites inviting parents to give their input. A revised/compiled CLIP draft is made available to all stakeholders for a final review and input prior to submission.

The previous year's plan is reviewed with data from many sources including demographics, student learning, school processes, and perceptions. A system profile is developed using the most current data available. The planning team analyzes the system, school, and student data to determine subgroups and content areas needing improvement as well as review the most current school and system survey information. Organizational and instructional practices are reviewed in this process. Once all data has been collected, reviewed, and analyzed, the committee sets goals, plan professional learning, and evaluation and monitoring procedures. All of which will result in the development of the CLIP. This process occurs annually, to insure current reviews and revisions.

Additional Information for conducting reviews and revision of CLIP annually includes:

- Evaluations from professional learning activities
- Analysis of state mandated assessment results
- Review of indicators such NWEA test results
- Review students grades
- Review student records to determine on track status toward graduation
- Review staff survey with SAI
- Parent and student surveys
- Review walkthrough data
- Monitor teacher and parapro high quality report
- Analyze Safe and Drug Free Schools data GSSP review provided by the state department SACS/Georgia accreditation review

**Indicator 24***24. Title I, Part A; Title I, Part C*

*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.*

**FY15 GREENE**

The Georgia Department of Education (GaDOE) Region 1 Migrant Education Program Office provides technical assistance and programmatic support to the Greene County School District Migrant Education Program Staff. Utilizing Title I A funds and community partnerships, the Greene County School District Migrant Education Program Staff provide services that include, but are not limited to: academic support (at school and/or in the home tutorial); provision of school supplies; emergency medical, vision, and dental; referral to outside agencies; dropout prevention and intervention support; English Language instruction; and support services for migrant in-school, Drop-Out/Out-of-School Youth, and pre-school children. In addition to local resources, the Greene County School District will coordinate with the MEP Consortium at Abraham Baldwin Agricultural College (ABAC) to provide supplemental services to eligible participants. In addition, if needed, a migratory Parent Advisory Council program shall be established in conjunction with other Parent Involvement Programs, such as ESOL Parent Programs. Migrant students will also receive the dropout prevention services as all students in the district.

**Indicator 25***25. Title I Part A; Title I, Part C*

*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.*

The Greene County School System has procedures in place which include notification to the GaDOE Region 1. Migrant Education Program Office and the new school district to ensure continuity of services in a timely manner. These procedures/the process are followed for both interstate and intrastate transfer students. The process begins as soon as parents request a formal release. Records are faxed with a follow-up hard copy through US mail in a timely manner but in no more than 10 days. The Greene County School District also utilizes MSIX (Migrant Student Information Exchange System) when migrant students transfer in and out of the district.

**Indicator 26***26. Title I Part A; Title I, Part C*

*A description of how the LEA will identify and recruit eligible migrant families and youth moving into or currently residing in the district.*

The Greene County School District complies with all the federal and state Identification and Recruitment (ID&R) guidelines and standards defined in the Georgia Department of Education (GaDOE) Migrant Education Program (MEP) ID&R Handbook. Identification of migrant students shall be embedded in the regular registration process. The Occupation Survey, which is provided by the by the MEP Region 1 Office, shall be included in the registration packet for all registering students translated into Spanish. A copy of the Occupational Survey shall be forwarded to the Migrant Education Agency for further determination for students who indicate possible migrant eligibility. The Region 1 coordinator contacts Greene County Schools to notify them which students may be served through the program. School enrollment records and personal referrals from the community are also used to assist staff to identify potential participants. Greene County complies with all federal and state ID&R guidelines.

**Indicator 27***27. Professional Learning and all federal programs*

*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.*

Strategies for establishing and sharing best practices include:

- Building Professional Learning Days into the districts academic calendar.
- Providing job-embedded professional learning experiences with built-in feedback and support.
- Attending conferences and trainings at local, state, and national levels. Sharing best practice insights gained within the district. Sharing will occur during administrator trainings, faculty meetings, grade level meetings, and/or via email.
- Presenting current instructional practices at local, state, and federal conferences and inviting peers to observe in our instructional settings.
- Utilizing the resources provided through the Georgia Department of Education website and the TLE platform for supporting TKES and LKES. Use of these resources, perpetuate continuity and unison in practice statewide.
- Piloting innovative programs and strategies, such as 1:1 technology initiatives, Shuffle your teacher home with iShuffle reinforcement and enrichment for ESOL and Special Education students, game-based learning, and TKES and Observation 360 walkthroughs to inspect implementation of professional learning and expectations of SIPs.
- Teacher leaders and District personnel co-teach beginning and advanced classes on technology embedded lessons to build and ensure in-house staff development capacity in the District.
- New teacher induction and mentor programs promote the use of best practices throughout the District.
- Standards-based, research-based instructional non-negotiables
- Managing and analyzing data
- Assessing teacher, student, administrator, and support staff technology literacy via University provided resources
- Implementing strategies for improving parental involvement and school-home communication.
- Implementing high-quality professional learning programs that increase teachers' skills to teach more effectively and engage students.
- Videotaping of best-practices and showcasing teacher successes.
- Establishing professional learning communities and data teams in schools.
- Providing 24/7 access to online professional learning resources through Edviation (PD360).
- Fostering a culture of internal resource sharing and professional development (by placing teachers' lesson plans in a central location, conducting peer observations, disseminating scholarly and practical articles to teachers, and creating an online teacher toolbox from which teachers can obtain teaching strategies).
- Building teacher leadership capacity through TKES and LKES credentialing and Mentor training.
- Supporting district leaders in pursuit of State TKES, LKES, and SLO credentialing.
- Implementing peer observations.
- Implementing an instruction-focused new teacher induction program.

**INDICATOR #S 28-31***28. Title II, Part D; E-Rate*

*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.*

Please see attachment # 2 Technology Plan.

*29. Title II, Part D; E-Rate*

*A description of the LEA's long-term strategies for financing technology to ensure that all students, teachers, and classrooms have access to technology, technical support, and instructional support.*

Please see attachment # 2 Technology Plan.

*30. Title II, Part D*

*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.*

Please see attachment # 2 Technology Plan.

*31. Title II, Part D*

*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).*

See attached Technology plan for the response to this descriptor.

**From:** GaDOE

**Sent:** Wednesday, August 19, 2015 9:13 AM

**Subject:** Greene County - 2016 LEA Plan Descriptors signed off by Plan Approver

Greene County now has a substantially approved **Comprehensive Local Educational Agency (LEA) Improvement Plan** and the Districts may obligate monies in accordance with your approved CLIP. For Title I, Part A monies, Greene County now has an approved CLIP and as of July 1st , may obligate Title I, Part A monies, as long as, costs are allowable under Title I, Part A legislation and guidance, Education Department General Administrative Regulations (EDGAR) and Office and Management and Budget (OMB) Circulars. Your District's Title I, Part A budget must be submitted by October 1st. Thank you.