

Plan Descriptors

- LEA has reviewed the Plan and no changes have been made for this school year.**

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.

To determine and describe specific student academic achievement needs, the Chattahoochee County System participates in the state testing annually including use of all of the following assessment tools:

- The Georgia Criterion Reference Tests (CRCT)
- The 3rd, 5th, and 8th grade Georgia Writing Tests
- The Georgia High School Graduation Test (GHGT), end of course test (EOCT), and The Georgia High School Writing Test (GHSWT)
- The state checklist for eligibility in the Early Intervention Program (EIP)
- The Lexia Test for monitoring students in EIP and determination of independent, instructional, and frustration reading level.
- An initial assessment is used to identify students with special needs by the ESS department followed by a comprehensive psychological assessment. The school system evaluates this assessment as dictated by each student's IEP.
- Universal Screen for Classworks
- Soliday Reading Program, PCI
- The W-APT to determine eligibility for the ESL program.
- ACCESS for ELLs
- The Georgia Alternative Assessment will be used with students with significant cognitive disabilities.
- The Title II A Director and Title I Director will review all completed needs assessment surveys and place in the specific area of need.
- New teachers to the system will be provided a mentor and periodic checks will be conducted by the building administrator.
- Per the needs assessment, teacher evaluation data from informal and formal student assessments.
- The class size reduction teacher will be determined at the annual planning session after reviewing data from QBE allotment sheets.
- High school and middle school students change classes and are exposed to all teachers in grade level. Opportunities for co-teaching are provided for all students which include a veteran teacher as one of the partners.

The testing coordinator examines and disaggregates the test results of all students and subgroups. Test data for the state test are disaggregated in a variety of ways including by grades, by subgroups, by schools, and by curriculum areas. Needs of subgroups, grade levels, and schools are then addressed by the school board and community. Results shared with staff members at the local school level are used for assessment, evaluation, and instructional planning for both individual and group needs. A primary goal of the Chattahoochee County School System is the effective use of test data in instruction. In pursuit of this goal, regularly scheduled workshops and meetings will be held to help staff members examine and use test data in student instruction.

Targeted students needs as outlined in the System Five-Year Strategic Plan include:

- Academic performance of all students will continue to improve.
- Reduce the achievement gap between economically deprived and non-economically deprived students on all state assessments between African-American students and white.
- Reduce the achievement gap by 50% within five years.
- 100% compliance with No Child Left Behind for all schools.
- 85% of all third graders will read at grade level.
- Increase students meeting or exceeding the state passing score on all sections of the Georgia Criterion-Referenced Competency Test (GCRCT)
- Implement Advanced Placement courses and increase percentage of students taking courses by 5% each year.
- . Increase percentage of students taking SAT by 5% each year..
- Improve academic skills of at-risk students.
- **Increase the percentage of students passing each subject area of the GHSGT.**
- **Include homeless students in the academic needs process to ensure that all students will be in compliance with NCLB**

For historical data used to determine some of these targeted needs please see the table below

Targets for Strategic Plan Goals

Goal 1: Improve academic achievement	2007-2008	2008-2009	2009-2010
1. Meet AYP for all schools	2 of 2 schools (Title 1)	3of 3 schools	3of 3 schools all
2. Increase percentage of third graders reading at grade level to 100%	90%	95%	95%
3. Increase percentage of students meeting or exceeding state passing score on GCRCT Reading by 5%	80% 80% 80%	85% 85% 85%	90% 90% 90%

4 th grade 6 th grade 8 th grade			
4. Increase percentage of students meeting or exceeding state passing score on GCRCT Math by 5% 4 th grade 6 th grade 8 th grade	60% 60% 60%	64% 66.7% 66.7%	66.7% 67.7% 67.7%
5. Increase percentage of students meeting or exceeding state passing score on GCRCT Language Arts by 5% 4 th grade 6 th grade 8 th grade	72% 72% 95%	80% 80% 95%	85% 85% 95%
6. Increase percentage of students meeting or exceeding state passing score on GCRCT Social Studies by 5% 4 th grade 6 th grade 8 th grade	No Data	No Data	No Data
7. Increase percentage of students meeting or exceeding state passing score on GCRCT Science by 5 points 4 th grade 6 th grade 8 th grade	50% 50% 50%	50% 50% 50%	50% 50% 50%
8. Increase percentage of students taking at least one AP course prior to graduation	5%	5%	5%
9. Achieve GSGHT scores which exceed the state and national averages for 12 th graders	72%	74%	80%

This information will be updated each school year and added to the system website at <http://www.chattco.org/>. These goals from the Strategic Five-Year Plan

are in effect until winter 2012. At that time, the system will review and revise the Strategic Plan and goals.

School Safety

Student academic assessment data, school attendance, disciplinary information on student and staff infractions, and safety issues will be analyzed each year to determine how to address student needs with regard to safety, drug awareness, violence awareness, bullying awareness, peer mediation, and conflict resolution. The data collected will be used to create a scenario for mock drill during each school year. The drill will be planned, orchestrated, and reviewed by school personnel and local and state officials to continually update the system safety plan. A system-wide safety team has been implemented to ensure school safety.

Title I Part A

Professional needs assessments are derived in a variety of ways. Teacher observation, student assessment and achievement and the school improvement process provide indicators for areas of improvement. The staff development program is planned to identify teacher needs to celebrate and improve student performance on district and state standards, based on state assessments such as (CRCT). Individual staff professional development goals will be used to determine the direction of this plan. Studies will be done and data disaggregated to examine student performance. Surveys will be conducted to determine staff concerns, both individually and collectively (teachers, administrators, guidance council members, department heads, students, and others). Information is sought from parent and/or community members. Both Title I schools are using quarterly benchmark assessments.

All teachers will participate in learning teams throughout the year and meet regularly to plan for instruction and align their work with GPS and school improvements goals to increase achievement in all content areas. School leadership members will serve in instructional leadership roles. Training and implementation of peer observations. Training and implementation in the following areas: curriculum mapping and unit development aligned to GPS, higher order thinking skills and assessments in all content areas, and depth of knowledge in curriculum and assessment, the use of technology/assistive technology to engage students and enhance their learning and analyzing student work with appropriate teacher commentary.

GAPPS analysis studies and site visits were conducted in FY09 then at CCEC and CCHS in FY11. The information gleaned from these sets of data provides a blueprint for professional development needs. After these procedures are complete, the local design teams, using the above information, sets the calendar for the year. As a result of GAPPS analysis CCMS has made AYP for two years in a row. District analysis of summative testing indicate that math is a critical area of need for all schools.

Through classroom observation strengths and weaknesses regarding instruction were identified for individual teachers and the faculty as a whole.

Student achievement was a gauge to determine the overall improvements for deficiencies in the curriculum. The results of these activities were analyzed and used to devise a professional development plan for Chattahoochee County Middle School.

A general summary of the needs assessment shows that 97% of the teachers at Title I schools are highly qualified and 77.5% at the charter school are highly qualified and 75% of the paraprofessionals are also highly qualified. Non-HiQ and NT teachers and non-HiQ paraprofessionals will have a remediation plan developed by the principal and teacher/paraprofessional. They will attend staff development/or ttake a GACES test in the appropriate subject/program which will ensure they become HiQ. Of the school's certified personnel 63% have 1-3 years of experience, 30% have 4-20 years of experience and 7% have above 20 years of experience. The student-teacher ratio is 19:1. Class size reduction teachers have been used at the Middle School because statics show that the student academic achievement is greater and according to our Report Card the averages for the sub group improved. According to our data, the class size ratio at the Middle School decreased because of the Class size teacher, scientific research supports this data.

The needs assessment is conducted by collecting the data from all the reports and distributed to the committee. The data is divided into sub groups, ethnicity, and gender. By looking at the data from the following sources, we are able to ensure that data driven instruction is continuing in the classroom. We also use surveys to help determine what the teachers, parents, paraprofessionals and administration feel is a necessary area of need. The survey data is compiled according to the type of survey (parent, teacher etc.) and then distributed in a faculty/parent meeting.

The data sources used for the needs assessment include: HiQ reports, CCRPI reports, GTOI and for the pilot of Teacher Keys/Leader Keys all for effective teaching and classroom evaluations, State Assessments such as: GHS GT, GHSGWT, EOCT, and CRCT tests.

The information gleaned from these sets of data provides a blueprint for professional development needs. After these procedures are complete, the administrative staff development committee, using the above information, sets the calendar for the year.

Through classroom observation strengths and weaknesses regarding instruction were identified for individual teachers and the faculties as a whole. Student achievement was a gauge to determine the overall improvements for deficiencies in the curriculum. The results of these activities were analyzed and used to devise a professional development plan for Chattahoochee County schools

Teacher training to meet diverse student needs: Chattahoochee County High School recently had 22.8% of the staff attend Summer Leadership training sessions: Cross Curriculum Leadership Community thru Columbus State University

Chattahoochee County School District completed a GAPPS analysis study and site visit. GAPSS Results will vary by school. Some of the commendations include

Experience: Of the certified personnel 20.5% have 1-3 years of experience, 51.2% have 4-20 years of experience and 28.2% have above 20 years of experience.

Class Size: According to the average class rosters for the 2011 - 2012 school year, the student teacher ratio is 16:1 system wide. We will continually monitor the Georgia Professional Standards Commission lists for both teachers and paraprofessionals to determine HIQ Status for the current school year. We will continually monitor the Georgia Professional Standards Commission to review teachers' years of experience for the current school year

Retention: Develop new ideas each year to retain teachers/administrators in the system. For example: allowing teachers to attend conferences pertaining to their job description or paying for staff development classes/workshops to improve skills or obtain new skills. Another retention activity is promoting or hiring current teachers within the system. Our system will also utilize the retention bonus to keep highly qualified, effective teachers in the classroom.

Recruitment: Recruiting new teachers by the following activities: attending job fairs at colleges and other businesses, placing vacancies on line with the DOE website, and encouraging our paraprofessionals to become teachers. Evaluation of this goal will be how many new teachers are hired to replace existing teachers.

. Local College/University Recruitment Fairs, Conversations with current and retired employees as well as talking with other local school systems Human Resource departments Local advertisements in newspapers and Teach GA websites

According to the average class rosters for the 2011-2012 school year the student teacher ratio is 16:1 system wide.

Every attempt is made to provide an equitable yet heterogeneous balance of students by gender, ethnicity and academic ability.

Our goal is that all students are to be taught by HQ teachers. We will try to ensure that students are taught by HQ teachers. If students are taught by non-HQ teachers, we will ensure that they are not taught by non-HQ teachers in consecutive classes, semesters, or years. The principal, graduation coach, or counselor will monitor schedules to ensure that students are not placed with non-HiQ teachers in consecutive years, during the summer, prior to the beginning of the school year.

Prioritized needs include:

1. Hire a teacher to reduce the class size of grades that are out of alignment.

Evaluation will be determined by the CRCT test and how many are promoted and retained in the grade level the teacher was hired.

2. Utilize Georgia Longitudinal Data System (LDS) to track student proficiency on standards

3. Implement instruction and assessment techniques to address all student learning styles

4. Acquire math instructional techniques across the curriculum

5. Acquire writing instructional techniques across the curriculum

6. Acquire reading instructional techniques across the curriculum.

7. Acquire science instructional standards and techniques across the curriculum.

8. Providing training and/or workshops for paraprofessionals.

9. Attend conferences related to classroom or instructional areas.

10. Attend conferences related to administration and continuation of job titles. The system wants administration attending conferences for leadership, finance, supervision, and data; not how to dissect a frog. The system wants workshops that are related to the job.

11. Training for student information system to work for students, parents, and teachers.

12. Acquire technology skills.

13. Provide the necessary funds for special education teachers to become highly qualified in appropriate subject areas.

14. Retain highly qualified, effective teachers and administrators.

15. Recruit highly qualified, effective teachers.

16. Our system will focus on the retention of effective teachers.

Systems's goal is: Experience and Effectiveness in the core academic classrooms.

Is Plan Descriptor Revised?

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;

Chattahoochee County Schools uses a number of high quality academic assessments in addition to those identified by the state to determine students' successes:

- “ To determine success on standards and progress being made toward meeting standards, and to inform teachers, parents, and students (i.e. state required assessments, benchmarks 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 student's specific knowledge base, teacher made tests and rubrics, computerized assessments);
- “ Use Home Language Survey during the registration process to identify ESOL students, who will be assigned to the ESOL teacher for assessment using the . W-APT.
- “ To determine what revisions 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) Student progress is monitored using teacher-created and standardized assessments. Assessment data is regularly shared with parents and students through weekly reports to parents in the elementary school and every 4 ½ weeks in the middle and high school. Additional assessment data (CRCT, , EOCT, etc) is sent home by students as it becomes available and remains on file in the student's permanent record. Parents and students are urged to meet with teachers and counselors to review progress. The Chattahoochee County School System's report card is hyperlinked on the system's home page at <http://www.chattco.org/>.

Is Plan Descriptor Revised?

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.

Chattahoochee County Schools have participated in the National Assessment of Educational Progress in the past and will be happy to do so again if we are selected. All students in the grade level will participate including the homeless children. The information compiled from the NAEP assessment is very valuable. The information compiled from the NAEP assessment was used along with other assessment data in making decisions for improving instructional practices. Our testing coordinator was trained in ways to use the NAEP website and the data it contains to help teachers to write good assessments.

Is Plan Descriptor Revised?

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.

Goals, Benchmarks, and Action Plan

The technology system goals are developed as part of the System Technology Planning process and are in line with the School Improvement Plan. As a new Strategic Plan is developed, these goals will be incorporated in that plan as well. Every year each goal will be reviewed and it will be decided if the goal has been met. For each goal not completed, a committee of key stakeholders will decide if the goal is still a worthwhile goal and will decide to maintain the goal as written or make modifications. The goals are clear tangible projects so that it is easy to determine if the goal has been accomplished.

Each goal includes an evaluation procedure to determine if that goal has been met. Some evaluation procedures include evidence that equipment has been purchased and installed. Some evaluation procedures include documentation such as the date, time, participants, and content of staff training. Additional evaluation procedures will include a review of the Georgia State Hardware Inventory. The data from this inventory will be analyzed in order to compare equipment in our school district to what other districts are reporting. It will also help us monitor that equal access is being maintained at all of our schools and in all classrooms including those for special programs such as ESOL, EIP, and special education.

State law now requires that all certified staff members to demonstrate technology skills. All certified staff members have met this goal. As new certified staff members are added, the Professional Development Department and the Instructional Technology Specialist will work with teachers to make sure they have ample opportunity to meet this goal.

The final component of our evaluation plan involves analysis of high school graduates and Math and English Language Arts scores required for meeting CCRPI). Our goal is to have each school make CCRPI, to see a higher percentage of high school graduates, and to see a higher percentage of students meet or exceed the academic requirements in Math and English Language Arts based on the Georgia Criterion-Referenced Competency Test (CRCT). Actual graduate information and test scores will serve as the primary basis for evaluation. As part of the analysis, we will look at the number of students who took advantage of the Georgia Online

Assessment System in preparation for the CRCT tests.

The goals, benchmarks, and action plan will be evaluated each year and changes made according to need and availability of funds.

Access to Technology

While we have made great strides, Chattahoochee County's technology is not fully integrated into instruction. Due to the additional technology equipment added for the 21st Century Learning Environment, there is a greater need for professional learning. Our highest instructional technology need is to provide focused training on technology integration.

Chattahoochee County Schools do not currently have any data concerning computer access by subgroups within schools. Special education and Title funds have been spent to provide additional instructional technology access. A data collection plan is needed to monitor computer access by subgroups.

All software at all schools needs to be updated on regular basis.

Instructional Uses of Technology

Continuous upgrade of each classroom with 21st Century technology to establish blended learning classrooms

Administrative Uses of Technology

Continuous upgrade of each school with 21st Century technology to maintain safety of each child enrolled and to improve communication with community.

Parent/Community Uses of Technology

- Increase awareness and technology skills for parents and community members.

System Readiness

Continuous technology training

Upgrade and maintain all system requirements for technology put in use.

Evaluation of the effectiveness of communication to staff and parents is received through:

1. Evaluate technology inventory biannually.
2. Evaluate priorities annually.
3. Evaluate implementation and usage of technology placed in classrooms
4. Data collected to be analyzed by the technology committee.
5. Pre and Post assess all eight grade students using 21st Century Skills
6. Assessment to measure technology literacy
7. Use benchmark assessments on quarterly basis to compare current benchmark assessment score with previous state test scores via LDS.
8. Teachers will monitor students usage of computer through various software reports and student work.
9. Using current school year benchmark assessment evaluate and compare any growth or decline across benchmark assessments.
10. Monitor teacher to parent contact through log system in student information system
11. Monitor lesson plans for technology integration in curriculum.
12. Sign in sheets at each parent night
13. Technology survey conducted at each parent night
14. Evaluate usage of software accessible from home through reports generated by the software
15. Pre and Post assess of 21st Century Learning skills, assessment to measure

technology literacy.

16. Survey teachers on a quarterly basis for qualitative and quantitative feedback on professional development needed

17. Survey all other personnel including students as needed. Surveys will be conducted on the computer through survey website.

18. Technology requests submitted through technology support.

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.

Data is disaggregated to enable teachers and school leaders to identify which students need specific help to either meet or exceed standards. Currently we have newly enrolled non-English speaking students to be identified ESOL using the W-APT and then served by the ESOL teacher in a pull-out format. Currently we have no migrant students. Many strategies are used to ensure that the needs of disadvantaged students are identified and met.

Strategies include:

- Data desegregation during preplanning days and curriculum meeting throughout the year.
- Establish a student tracking sheet that identifies strengths and weaknesses indicated by state assessments. Data will be used to improve student instruction.
- RTI and Student Support Team is the process used to assist struggling learners.
- Summer school sessions are held for students in grades 3, 5, & 8 and 11-12 who have failed on or more portions of the CRCT or GHSGT.
- Credit recovery sessions using Nova Net are held at the high school throughout the year during school hours as well as in evening sessions and summer school.
- Approximately 10-15 seats at Non-traditional school setting are saved for students with no discipline issues but who need credit using Nova Net's credit recovery to get back on academic track and graduate on time.
- Funds from Title I and state remediation money are pooled to support the after school remediation and summer school programs.
- Establish an ESOL program using current personnel that will serve duplicate roles as a Spanish teacher and ESOL teacher. This teacher has served as an ESOL teacher in a previous system.
- Each school has a lead Special Ed teacher who coordinates work among teachers in the school and between the school and the central office. The Sp Ed. Lead teachers meet

monthly with the Director of Sp. Ed. To ensure continuity between schools and to maintain a focus on rigorous curriculum and accurate assessment.

- All Sp Ed teachers attend the DI and CCGPS training as regular education teachers.
- Sp Ed teachers are included in all curriculum workshops and are expected to use the same CCGPS units as their counterparts in regular education.
- We have increased the number of co-teach classrooms and whenever possible, keep the Sp Ed students in the regular education classroom to ensure that they have the opportunity to learn the same material as other children.
- Professional learning communities uses current data to provide best practices for teachers to use in the classroom.
- The system technology plan lays out the order in which teacher workstations and student computer terminals will be upgraded and replaced. The system provides schools with Smart Boards set-ups using the Smart Board grants and other technology grants
- We use Title I and II funds to reduce the class size in the elementary and middle schools.
- We use Title I funds to hire one full-time Parent Coordinator who serves a middle and elementary school.

LEA has statements describing how it administers professional learning to show staff how to integrate technology into the curriculum and instruction.

Chattahoochee County considers technology a tool as opposed to an end unto itself, we try to include an element of technology in all of our professional learning opportunities and presentations.

The high school offers credit recovery and initial credit courses using Nova Net, Odyssey Ware, Georgia Credit Recovery and Georgia's Virtual High School. We have a Director of Instructional Technology at the central office level and one technician based in the schools. The Assistant Superintendent is the technology director of technology as well as director of instruction who plans and writes professional learning. Some training, such as, the Smart Board training described above, is done in a PLU course format and at other times is delivered in a job-embedded just in-time process. To do this they deliver short training sessions that show teachers exactly what they need for a specific task. The Educational Technology Center located at RESA is also used to deliver training to our teachers.

Is Plan Descriptor Revised?

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.

1. Coordination and integration of services with other education services

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The Assistant Superintendent for Teaching and Learning is also responsible

for Title I, Title II, ESOL, Title IV, Title V and professional learning which makes coordination of timelines, budgets and programming extremely easy and efficient. Superintendent, Special Education Director, principals meet monthly to align projects and identify needs, gaps, or overlaps.

Title II activities focus primarily on meeting requirement under *No Child Left Behind* for all teachers be highly qualified. These activities are centered in the staff development department and are supported by the instructional department. Activities include a program designed to provide locally the course work needed to teachers to meet state certification requirements.

Title I staff development activities supplement those provided by Title II by providing staff development services primarily on the campus of each Title I school. Additional school level Title I staff development activities provided to meet particular school needs address several areas of need. Staff development activities are geared toward training teachers in the areas of reading and math instruction. Other Title I training focus on technology, paraprofessional support, and ESOL and generational poverty instruction.

The State Staff Development Program, Title III, Title IV, Title V, the State ESOL Program, and the Gifted Program provide staff training in addition to Title I and Title II staff development support. System-wide planning for staff support reduces duplication and fragmentation of services provided.

The elementary EIP program funds teachers who provide augmented in-class services or stand alone classes to raise academic achievement and standards for Chattahoochee county students. Title I also provides training in the use of *Novanet* which provides online instruction for alternative, remedial, and advanced students in grades 5-12.

Is Plan Descriptor Revised?

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.

It is clear that technology will become an ever-increasing facet of daily life. It is essential, therefore, that if we are to prepare our students for their lives after high school, we need to ensure that they are as technologically literate as possible. Both elementary and middle schools are School wide Title I schools. The school wide model has allowed us to implement technology systematically and equitably throughout the schools in Kindergarten

through 8th grade. We have used Title I, Title IIA, Title IID and Title V funds to move the professional learning of technology forward in a seamless manner. Three-year technology goals and targets were established as part of the system technology plan. So, for example, we may have used Title I funds to purchase a model classroom and Title IIA funds to provide training. Or, we purchased Smart Boards with Title IID funds and used state professional learning and Title II D funds to provide substitutes so that teachers could attend training.

Media Specialists are keys to the integration of technology. They work with teachers in a variety of ways to use technology to assess and display student work. Our Special Education teachers have been particularly creative in using technology to differentiate instruction.

The level of student technology has been measured to date by teacher observation and student self-assessment on the annual perception surveys. Starting with the 2006-2007 school year, the level of student technology literacy will also be measured through the CCGPS performance tasks and the students take the test located on the CCGPS website for student literacy level.

Is Plan Descriptor Revised?

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.

Chattahoochee County has a specific process for identifying, selecting and purchasing instructional materials. All materials must have a firm research-base and track record. Schools wishing to make major purchases can only do so with the agreement of the central office and after a rigorous screening process. When we identify that we need additional resources we scan the market to see what is available that fits our needs and then typically visit schools or districts where it is in place. We only allow vendors to come into the system to demonstrate their programs at our request. Whenever possible, we run a pilot of the program to ensure that it matches our technical platform and our instructional needs.

Chattahoochee County adopted the twelve NSDC standards for professional learning. We then established a goal of creating a baseline of expected instructional expertise and vocabulary across the system that would support vertical and horizontal teaming that would in turn support student learning at all levels. We identified programs and trainers who matched our needs and put in place a consistent training regimen for all certificated staff. We added Differentiated Instruction for all teachers. Teachers who are teaching CCGPS subjects will also be expected to incorporate CCGPS strategies in that process.

The previous example addresses how we are raising student achievement by an increased focus on the instructional practices of all teachers. 2. Special ed teachers and regular education teachers received LRE training. 3. We sent our first group of teachers for AP training in the summer of 2006 and we will add a class per year at the high school level and

this means that they will collaborate during the following year to develop their units. 4. High school teachers participated in Nova Net (distance learning program) training. This program allows our alternative school and high school students to attain or recover credits. 5. Middle teachers participated in Nuts and Bolts training. 6. District level training in differentiated instruction, professional learning communities, and standards based classrooms were held in 2009-2010. 7. All schools participated in The Youth at Risk Conference, where various workshops for reaching struggling students were conducted. They also participated in the regional collaborative meeting with SRA McGraw Hill on research based reading strategies. Several of the elementary teachers attended the National Reading Conference in Atlanta in 2009-2010. 8. 90% of the Middle school teachers attended the Summer Leadership Academy hosted by GADOE to address Schools in Need of Improvement to raise the bar for students and teachers achievement. The Academy provided the staff with additional guidance and instruction. 9. Recently one-third of the high school teachers attended Summer Leadership training sessions: Cross Curriculum Leadership Community through Columbus State University and 10. The Elementary teachers attended the Summer Leadership Academy hosted by GADOE.

Is Plan Descriptor Revised?

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.

Title II activities focus primarily on meeting requirement under *No Child Left Behind* for all teachers be highly qualified. These activities are centered in the staff development department and are supported by the instructional department. Activities include a program designed to provide locally the course work needed to teachers to meet state certification requirements. Title I staff development activities supplement those provided by Title II by providing staff development services primarily on the campus of each Title I school. Additional school level Title I staff development activities provided to meet particular school needs address several areas of need. Staff development activities are geared toward training teachers in the areas of reading and math instruction. Other Title I training focus on technology, paraprofessional support, and ESOL and generational poverty instruction. The State Staff Development Program, Title III, Title IV, Title V, the State ESOL Program, the

Homeless program and the Gifted Program provide staff training in addition to Title I and Title II staff development support. System-wide planning for staff support reduces duplication and fragmentation of services provided.

The elementary EIP program funds teachers who provide augmented in-class services or stand alone classes to raise academic achievement and standards for Chattahoochee county students. Title I also provides training in the use of *Novanet* which provides online instruction for alternative, remedial, and advanced students in grades 5-12.

Is Plan Descriptor Revised?

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.

Most of the drug, violence and tobacco standards are incorporated into the science and health curriculums. Specific research-based programs have been selected based on needs identified through the annual SADFSC Survey. In addition we have worked with private and public agencies and civic groups to implement additional programs.

The following drug and safety programs are in place throughout the system and integrated into the regular curriculum by teachers:

- Good Touch – Bad Touch

- Red Ribbon week

Bullying Intervention

International Walk to School Day (Local law enforcement, media, parents)

Character Education

The following life-style and decision-based programs are presented by our partners:

- Counseling Service (Provided by New Horizon to all students who have been exposed to illegal drugs and other identifying factors)

- Do the Right Thing (presented to all middle school students by the Urban League)

Partners in Ed Ranger Training Brigade) talk with students about being drug free

Child & Youth Behavioral Military Family Life consultant (CYB-MFLC)- counselor based at CCHS provided through the US Military at Ft. Benning

Alternative Behavior Education Intervention Program

Is Plan Descriptor Revised?

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.

Chattahoochee County Schools uses free/reduced meals to identify eligible attendance areas and schools to be served. Chattahoochee County does not rank order schools because we only have one school from each grade span. . The Elementary and Middle schools are only school served by Title I in Chattahoochee County. Their free/reduced count is above 75%. The High school's free/reduced count is 54%

Is Plan Descriptor Revised?

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.

This question does not apply to Chattahoochee County school district because all of our Title I schools have school wide programs.

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.

Our elementary and middle schools are Title I School wide schools which enables us to implement instructional programs systematically throughout the schools. Specific strategies vary by school level. After-school sessions and summer sessions are held for students in grades 3 through 12 who are at risk of failing math or reading. Student progress is measured using the Student Tracking Sheet. Students are given benchmark tests three times a year. Some students are also served by the English to Speakers of Other Languages Program. Student schedules are coordinated to insure proper service by ESOL programs. All students including ESOL students begin receiving services as soon as they enroll in a Title I school. The homeless population is served through Title I set aside funds in collaboration with McKinney-Vento funds to provide materials and supplies, technology equipment and other education support for students identified as homeless. Instructional materials and equipment are also provided for agencies serving neglected children form Chattahoochee County.

Elementary School:

We will initiate the CCGPS units school year in grades K-5 to ensure a balanced reading program is taught to all students. We use the eMath grant for an integrated program using

the collaborative group model, manipulative and computers. .

Instruction in both reading is supplemented by Classworks, a web based program, which students access through the computers in the classroom.

Middle School

The middle schools students use a study skills for Extended Learning Time (ELT) block that is devoted to enrichment or remediation in math and reading/English language art. Students are placed in flexible groups according to their performance on particular CRCT domains. The English and math teachers have constructed and revised CCGPS units and assessments.

Connections classes are used to assist students to broaden their skills and to begin to develop career goals. Technology, business, art, and band

High School

The high school operates on a 7 period day. In addition, a summer school is available for initial credit (fee based) and credit recovery (free). After an analysis of other successful high schools, the English department is restructuring the way it honor classes will be offered, beginning with the 9th grade in 2011-12. The high school will add AP classes and to encourage minority participation in those classes. A variety of AP courses will be available through Georgia's Virtual High School.

A wide array of vocational programs is available to students on a non-tracked and non-discriminatory basis. These include health occupations, business, family and consumer science, and technology. The health occupations program is already industry certified. Industry certified instruction will be provided by Columbus Technical University. CTAE goals include the following:

encouraging non-traditional participation and completion, increase secondary placement, increase the graduation rate, increase rate that students are receiving a diploma, increase the technical skill attainment level, increase level of attainment for math, and increase the level of attainment for reading/language arts.

General Program Information

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

Title I funds will be used in a supplementary manner to further reduce class size at the elementary level and to provide additional support services including paraprofessionals in the elementary and middle school. A Parent Coordinator and Instructional Coaches are provided for elementary and middle schools through Title I funds. Schools will use their Title I instructional materials to purchase high-quality, research-based materials that will supplement materials supplied through local and QBE funding.

ESOL students will be served by a locally-funded ESOL certified teacher. The Rosetta Stone was purchased through local and Title I funds to supplement the instructional

program and materials currently in use.

All students will be provided with instruction on drug and safety issues in a manner appropriate to their age and in alignment with the health CCGPS and/or science CCGPS for their grade. Required materials and training will be funded through Title IV, local or partnership funds.

Student services are provided through counselors. These programs are supplemental to the required instructional services and are paid for with QBE and local funds.

No schools for neglected or delinquent students are located in Chattahoochee County.

Is Plan Descriptor Revised?

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.

Chattahoochee County does not have any homeless children at the current time. We do have a school coordinator and procedures in place to assist us in identifying and providing for any homeless children that may enter our school system. The LEA works with the school counselors in the registration process to identify homeless children. The LEA will coordinate with family and children service and other agencies to identify the homeless children. The Title I department will work with the coordinator for the homeless to assess related needs of homeless children and youths to plan strategies to meet those needs. Case study information is used to identify related needs such as a need for personal school supplies.

If homeless children move into our system, services such as extended day tutoring, transportation and supplies will be provided.

The LEA revised the homeless policy in 2009 to include the definition of children and youth in transition, unaccompanied youth, and parent. The policy defines the services provided to students not enrolled in a Title I school and that all services shall be provided to comparable to services offered to other students in the school selected. The services include the following: transportation, Title I, Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners, Vocational and technical education programs, gifted and talented, school nutrition, and before and after school programs.

The LEA will use a framework for understanding poverty in a staff development series,

- Which is required for all teachers,
- Orientation training for new teachers

- System leadership required as a policy that each school specifically addresses the issue of non isolation or stigmatization of homeless children.
- Principals, coaches provide staff development on this policy at the beginning of the school year with staff.
- LEA requires each school to make a statement providing guidance/direction to teachers in reference to teachers not isolating or stigmatizing homeless children in their teacher handbook.

Is Plan Descriptor Revised?

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.

Our school system developed this policy in conjunction with parent, teachers, community members, parent coordinator, Title I director and principals during a collaborative session.

1. Included is a copy of Title I Parental Involvement Policy. It was updated in June every year.(annually)
2. The district requires each Title I school to develop a written school parent compact.
3. The school holds an annual meeting to inform participating parents about Title I programs (Agenda and other documentation is kept on file locally)
4. The LEA reviews the effectiveness of school parental involvement activities annually. (Please see a copy of our parental involvement survey below)
5. Chattahoochee County School District and schools have carried out the six requirements to build parents capacities to be involved in the school. Please see the six requirements listed below. Examples of how our system meets the six requirements are included after each

requirement.

1. Regular communication with parents:

- Teacher Welcome Letters
- Annual School Calendar
- Parent Nights
- Parent-Teacher Compacts
- Parents are notified by mail when a teacher has taught in the classroom for 20 and is not HiQ
- Regular School Newsletters
- Special Event/Reminder Notices
- Parent Conferences
- Parent Academy works with schools in collaboration with Family Connections and is located at the schools.
- One Call Now Notification Technology service offers a notification solution for the distributions of announcements, warnings, and news.
- eBoard solutions-single source for access to strategic plans, board meeting, documents, policy and communications.
- PTA meetings
- School Assemblies (Parents Invited)
- Interim progress reports for students who are working below grade level standards
- CRCT reports when appropriate
- Parenting Tips for school newsletter for both Elementary and Middle schools.
- Standardized test reports when appropriate
- Home page with a connection to the Parent Institute.

2. Parent Trainings:

- Assisting in understanding the State's content standards, academic achievement standards, assessments, monitoring a child's progress, and working with educators. Distributed by grade level the State generated GPS brochures
- Providing materials and training to assist their children

Subject based Make and Take activities.

- Ø What is CCRPI and how does it affect parents
- Ø Technology
- Ø Helping with Homework training for parents
- Ø Helping to find a job
- Ø School Success Series
- Ø Helping Your Child take Standardized test
- Ø Reading Skills
- Ø Muffins for Moms
- Ø Donuts for Dads
- Ø Grits for Grandparents
- Educate staff in the value and utility of contributions. Chattahoochee County provides annual staff development/professional learning to teachers on working effectively with parents
- Coordinating and integrating parental involvement programs and activities with other programs (e.g., Head Start, Pre-K etc.) including other activities that encourages and support parents in fuller participation). Parental Involvement programs for Title I, EIP,

and Special Education are integrated. Programs plan together, provide services together, and evaluate the program using a common evaluation tool.

- Ensuring that information is sent to parents in an understandable language School System personnel makes an effort to write materials that will be sent to parents in a user friendly language. The DOE Transact program provides translated material for other language families/parents.
- Providing such other reasonable support as requested.(Example: The school district maintains parent resources which are available for parents to use and/ or check out) The Parenting Center provides materials for check-out and for parents to use materials to make flash cards etc. for their child.

3. Parent Participation

- Open House
- School Site Activities
- Parent PEP Day
- Science Night
- Math Night
- Spring and Fall Festivals
- Classroom Volunteer
- Advisory Councils
- Media Center Volunteer

Community volunteers always run the Book Fair held for two weeks twice a year at all schools. The Librarian has a group of community volunteers read to the students once a week at the elementary level.

4. School-Parent Compact

Each Title I school meets with a committee that consists of parents, teachers, and administration to develop compacts. These compact must outline how parents, staff and students will share responsibility for promoting high student achievement. Parents will receive the compact from the school with a checklist of responsibilities that teachers, parents, students and principals will each have for helping students achieve their goals.

5. Volunteering:

All parents who wish to volunteer must attend a volunteer program orientation session which will be held each year at the beginning of the school year. This orientation consists of how to work in the classroom with teachers and a tour of the school. A form will be filled out by each volunteer on the type of activities they feel comfortable participating in, this copy of this form is given to each teacher

6. Collaborating with Community

A Community Newsletter is included in the water bill for everyone in the county. This newsletter also serves as a voice for the school system. Information about students, sports schedules, meetings and other activities are listed in this newsletter. A monthly school calendar is placed in businesses for parents and community that shows sporting activities and meetings for the month.

A member of the school staff participates with the following board meetings:

- Health Department
- Family and Children Services
- Library
- Family Connections

- Adult Education
- Greater Columbus Volunteer Program
- Cusseta-Chattahoochee County Leadership Program
- Cusseta-Chattahoochee County Chamber of Commerce

Parents are encouraged to participate in the adult Leadership Program provided by the Fanning Institute at the University of Georgia.

Teachers are members of their respective department and grade level teams that participate in the decision making process for school improvement. Weekly department meetings and monthly faculty meetings present an opportunity for the entire faculty to express concerns about the daily operation of the school as well as periodic departmental and grade level meetings with the administration. A partnership exists between the school and community based organizations such as Family Connection, PTA, RTB, Booster Club, Chattahoochee County 4-H, Cusseta/Chattahoochee Recreation Department, and various other community organizations which all share a vision for building and maintaining relationships within the community. These agencies serve as a voice for external stakeholders. The school council/school leadership teams meet to discuss school improvement activities

Central office staff role is to support each school in their educational processes.

School academic needs become system plans after meeting with school improvement teams and share all possible curriculum needs with all stakeholders. Stakeholders review data on periodic basis and complete year end surveys

We receive community input through several ways—informal conversations, surveys, and open houses. Community members are invited to participate in committee meetings—Title I, Title II A, Technology and as advisory board members which meets twice a year.

Prioritized need: Effective teachers. Teachers and administrators participating in the pilot program for effective teachers will participate in the Teacher Keys/Leader Keys training provided by the GaDOE. The requirement for participation is 10% of the staff will attend the training and complete the observations by the administrators. Teachers not participating in the pilot this year will be trained next year.

Is Plan Descriptor Revised?

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.

. Required by law for schools in Needs of Improvement

Chattahoochee County does not currently have schools in Priority School, Focus or Alert category, however,our plan will include:

I. Guidance for revising and developing school improvement plans, corrective plans and restructuring plans.

- Call principals in for a meeting to let them know what this means. Let them know what plans are required.
- Central personnel will participate in school level meetings.
- Central office coordinates technical assistance from state (DOE), private agencies and

other governmental agencies.

- Professional learning activities that address the specific reason(s) that the school is on improvement are provided for system and school leadership and school staff. Examples of professional learning include:

Curriculum alignment and restructuring

Differentiated instruction

Learning Focused Schools

Ruby Payne generational poverty

Reading through the BRICS program

School Improvement Team--formed from attending the GADOE Leadership Academy

II. Process for providing peer review of school improvement plans

- Use established peer review teams to assess and evaluate and provide feedback to the school planning teams. The peer review team will consist of the curriculum director, Title I director, Special Education director, transportation director, parent coordinator, principal of the school(s), parents, teachers, RESA, Columbus Technical University, Columbus State University, GADOE, system personnel from surrounding counties.

III. Process for monitoring the implementation of school improvement plan.

- School level personnel such as academic coaches, assistant principals, and principals monitor the implementation of the school improvement plans. They are assisted by central office personnel such as curriculum director, federal programs director, and staff development personnel.
- Examples of strategies used to monitor implementation of the improvement plan include:

Focus walks, reports by principals at meetings, visits from DOE and RESA personnel, principal evaluation conferences with system leadership, written surveys, summative data such as CRCT, GHSQT.

GADOE will provide training and a school improvement field book , "Keys to Quality: Unlocking Continuous Improvement," to provide guidance for the system and school. The activities and materials used are based on Robert Marzano's research. All guidance to schools is based on scientific research.

Is Plan Descriptor Revised?

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.

Implementation of a Flexible Learning Program (FLP).

Needy School District conducts the following to implement school choice:

- maintains a copy of the current CCRPI report to verify that FLP is implemented in all eligible Title I schools
- provides guidance to Priority, Focus or Alert schools regarding the implementation of FLP through written communication and meetings
- Completes required actions and documentation for parents: a notification letter is sent to parents, a list of parents requesting choice including student

placement is kept on file, a written record of parents inquiry regarding FLP will be maintained, including the resolution of complaints.

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;

Chattahoochee County has a systematic plan for providing training in DI for elementary teachers. This systematic approach will lead to across-the-board increase in student achievement. This will be funded by QBE Professional Learning funds, local funds, Title I and Title II A funds. "Parents-right-to-know" is addressed in the student handbooks at all schools. It is also addressed at the open houses held at the beginning of the year. The elementary school also produced a brochure about "Parents-right-to-know" which is given to parents at open house.

Chattahoochee County Middle School has developed a plan for non-highly qualified teachers where a constant support system is in place using mentoring, participation in appropriate staff development, and participation in professional learning communities is mandatory. Through administrative counseling and support, teachers with non-renewable certificates are encouraged to complete the certification process. Each non-highly qualified teacher is provided learning opportunities that consists of learning opportunities in their out-of-field content area. Every effort is made to place teachers in areas that correspond with their initial degree program. A designated percentage of Title II A funds is made available to produce highly qualified teachers by hiring substitute teachers and paying for necessary training

Since the state no longer supports the TSS Mentor, we will be using a portion of our FY11 Title II funds to provide mentor stipends to teachers for mentoring teachers new to our

system. We are still encouraging teachers to attend TSS training even though there are no state stipends.

We allocate part of our Title I, Title IIA and Title IID funds and local funds to pay teachers stipends for attending between sessions and summer workshops/trainings. This reduces our need to take teachers out of the classroom and provides them with an incentive for working during breaks or summer. The classes generally include: TIP (Teacher Induction Program) CCGPS, technology, AP, Nut & Bolts, and other workshops as needed.

Specific training on content is identified by student academic data. Elementary teachers will participate in Classworks. These workshops and stipends will be paid with Title I and Title IIA funds.

We try very hard to match the training offered to teachers to proven academic needs of students. As a result of this data, we are focusing on the diversity of the learners.

There is a mid-level experience teacher in every academic department provides collaborative planning instructional practices are discussed and concerns addressed. High and mid level teachers are mentoring and encouraged to share their expertise with the novice teacher(s). Through in-house staff development, all teachers have an opportunity to share meaningful educational practices with colleagues across all of the academic disciplines in a collaborative atmosphere. A statement about the HiQ teachers is placed in the handbooks for each school, which all parents are required to sign and return to the school. If a teacher is non HiQ, then a letter is sent home after the first 20 days, the principal of the school sends this letter home. A copy of the letter is given to the Title I director to file in the systems filing box. Parents are given a copy of the "Right to Know" rule at the first Open House as well as being in the handbooks. Principals, at each school, design the handbook for their school and approved the information that is included. A page in the handbook is designated as a signature page, where parents sign that they have read and accept the handbook information. This page is returned to the school where it is placed in a folder until the end of the year. A copy of the handbooks and copies (sample from each school) of the signature page are kept at the central office in the Title I Director's office.

Currently the student/teacher ratio is 16:1. Research shows that smaller class sizes attract and retain highly qualified teachers. We offer in-house professional learning units and stipends to our faculty. Teachers are provided with common planning. This provides teachers the opportunity to collaboratively work together as a team in their academic and grade level disciplines. These teams also participate in the decision making process for school improvement. These periodic meetings present an opportunity for the team to express concerns and provide input about the daily operation of the school. Research shows that when workers have ownership in decision making, retention is higher. We offer an annual local supplement in addition to the state base salary to certified personnel. Day care is offered at a reduced price to faculty and staff. Teachers and appropriate staff will also have the opportunity to receive training in any area, including technology that will result in improving classroom performance and student achievement. Many of these courses are offered through the Chattahoochee-Flint RESA.

Recruitment issues are presently addressed by sending advertisements to local newspapers, Chattahoochee-Flint RESA, the system's webpage, the "Teach Georgia" web link and area colleges and universities. The Chattahoochee County School System will seek and place experienced, highly qualified teachers when local teacher experience needs are assessed and documented. However, when teachers are in short supply we will hire the best teachers available. Sufficient Title II-A funds will be utilized to support new and veteran teachers through active mentoring, induction programming and focused professional development. Effective school leaders are vital to the recruitment, placement, and retention of quality teachers. Title II-A and other funds will be utilized to recruit, develop, train and maintain effective school leaders. Effective use of these funds for recruiting/retention will be measured by monitoring annual retention rates of teachers.

Our ESOL teacher and School Counselor will attend presentations on the rights of migrant students.

Teachers--Title I schools HiQ— 99.34% Non-Title I Schools HiQ— 93.78%

Paraprofessionals HiQ—95.83%

Remediation plans are developed by the school principal and the non-HQ/NNT teachers or paraprofessional. The plans are generally developed prior to the start of the current school year (at the time of hire or reassignment). Included in the remediation plan are: Specific objectives, activities, criteria for assessment, and timelines in which to be completed. Remediation plans are monitored at least once a semester by the principal and non-HQ teacher/paraprofessional. These plans are signed by the teacher or paraprofessional and the principal.

Through administrative counseling and support, teachers or paraprofessional with non-renewable certificates are encouraged to complete the certification process. Each non-highly qualified teacher/paraprofessional is provided learning opportunities that consists of learning opportunities in their out-of-field content area. Every effort is made place teachers in areas that correspond with their initial degree program.

Provide evidence of assigned plans, completed courses, and documentation showing proof of attendance and completion of programs, course work and other necessary requirements.

We will communicate with RESA to include but not limited to: GATAPP Program, Course work, Professional Development opportunities to help meet HQ requirements. Remediation plans are monitored at least once a semester by the principal and non-HQ teacher/paraprofessional.

A copy of the all documentation will be kept at central office for all non-HiQ/NNT teacher or paraprofessional.

A "Right to Know" section is provided in the school's handbook, which each parent must sign that they have read and understand the information for each child.

Principals explain the "Right to Know" section of the handbook at Open House and during PTA meetings.

Letters are mailed to each child that has a teacher or substitute that taught them for 20 days or more and is not HiQ. This letter explains that the teacher is not HiQ in the subject area, however, it also explains the qualifications of the teacher. Principals are responsible for sending the letters to the parents. The deadline for these letters will be Sept.4, 2012 for the FY13 school year for teachers or substitutes that start at the beginning of school. For teachers/substitutes that start after the beginning of school and are not HiQ the same amount of days (20 days taught) will be in effect. Letters will be mailed to parents of students who have a non-HiQ teacher/substitute for 20 days or more and started teaching after the school year began.

Copies of the letter and a list of the students in the subject area are kept at the Board Office in the Title II A Coordinator's office. The Title II A Coordinator is responsible for keeping the letters on file.

Is Plan Descriptor Revised?

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.

Chattahoochee County has a systematic plan for providing training in DI for all teachers. This systematic approach will lead to across-the-board increase in student achievement. This will be funded by QBE Professional Learning funds, local funds, Title I and Title II A funds.

Since the state no longer supports the Mentor, we will be using a portion of our FY11 Title II funds to provide mentor stipends to teachers for mentoring teachers new to our system.

We allocate part of our Title I, Title IIA and Title IID funds and local funds to pay teachers stipends for attending between sessions and summer workshops/trainings. This reduces our need to take teachers out of the classroom and provides them with an incentive for working during breaks or summer. The classes generally include: TIP (Teacher Induction Program) CCGPS, technology, AP, Nut & Bolts, Classworks, The State Leadership Academy after

GAPPS analysis, Gaggle (student-teacher communication, faculty email), continuing the smart board training as new classrooms are added,

Specific training on content is identified by student academic data. For example, elementary teachers are spending a week this summer on and eMath training to try to further align the curriculum and improve the student pass-rate. These workshops and stipends will be paid with Title I and Title IIA funds.

We try very hard to match the training offered to teachers to proven academic needs of students. For example, disaggregation of academic data over the last two years has clearly shown that the gap between subgroups has more to do with economics than race. As a result of this analysis, we have determined that we need to focus on teaching children of poverty. We included in our staff development plan, a Ruby Payne workshop.

Using disaggregated data from student performance on the Georgia Writing Assessment, GHS GT, EOCT and the CRCT the academic needs of specific subgroups are identified. Information is shared with teachers and plans are made for teachers to become knowledgeable of individual student performance deficiencies strategies in order to meet student needs. A daily as well as an after school remediation program has been developed to address the needs of students. Highly qualified teachers, the school graduation coach and other interested faculty will participate in the remediation programs.

Transportation for students involved in the after school program is provided. Chattahoochee County Middle School has also implemented a variety of exploratory offerings to meet the diverse needs of our students. Differentiation continues with the pyramids of intervention where a totally different research-based program where appropriate ability leveled instruction is used. Workshops are provided for teachers to assist in the implementation of these programs. Response to intervention training provided additional strategies to identify and assist students with special needs.

The success of the instructional program will be measured through student performance on the CRCT, , and the Writing Assessment. If needed, further professional development opportunities will be made available for teachers.

The ESOL teacher and teachers who teach ESOL students attend the WIDA consortium conference

Is Plan Descriptor Revised?

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.

Annually each Chattahoochee County school will conduct a self-assessment based on the GSSP

standards and update their professional learning plan. An assessment disc is provided to each school and the school staff re-rosters student results, conducts professional learning with each teacher to analyze student and class results, make instructional plans, and monitor progress of students. The school develops their plan; the schools together develop the system plan along with the all federal program coordinators.

Is Plan Descriptor Revised?

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.

The supplemental professional learning activities provided by Chattahoochee County fall into several categories all of which conform to the guidelines presented in federal programs such as Title IA and Title IIA and the Learning Forward Standards. Activities are provided for all staff including bus drivers, paraprofessionals and school nutrition personnel, we have a firm belief that everybody who works in the school system contributes to the academic success of all children.

- a. Baseline classes: DI, Gifted, LRE, Classroom Management and CCGPS
- b. Induction: TIP, mentoring and coaching
- c. Specific content classes: e.g. Elementary and middle grades reading, K-12 writing
- d. Specific teacher needs: e.g. Classroom management or communication
- e. Technology: As a topic e.g. SmartBoard, Video Production, PowerPoint twitter.
- f. Technology: As a facilitation mechanism e.g. PowerPoint
- g. Student Support: e.g. Bus Safety and Discipline, Drugs, Violence and Bullying

All professional learning in FY11, FY10, and FY12 was 100% scientific based. For FY11, FY10, and FY12 100% of the teachers in the district participated in at least one professional development workshop.

Is Plan Descriptor Revised?

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.

For Title I, all private schools serving one or more students from our school district are notified annually of an opportunity for a consultation meeting. In addition, private school personnel from private schools within the attendance area are invited to a consultation meeting for Title II, Title III, Title IV and Title V private school form.

Private schools are notified in the fall.

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 staff development needs are also discussed. The notice includes the specific time, date and location of the consultation meeting a response form, and Title I contact information.

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

Eligible private school students receive service on an equitable basis. Chattahoochee County sets aside an equitable share of funds for private school professional learning activities and works with special education and other groups to meet their requirements



Is Plan Descriptor Revised?

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.

As academic data becomes available from the DOE in the spring, it is used to update the current Comprehensive LEA Improvement Plan (CLIP) and establish new or reaffirm existing targets for the upcoming year. The system and each school will develop targets and goals on which to record and report achievement towards stated goals. This data will be entered electronically in the spring and the final results put on the web. The data will be displayed with four years of data side by side. The data is color coded using the green light/red light system which makes it very easy to see which performance targets was met. This data is used to determined the needs of our students and to have a data driven curriculum in the classroom.

All our data will be in a Confidential Folder on our Intranet and is available to all schools at

all times. We will use Data Rooms to make the data available to parents and community members as well as to teachers and other staff. Much of our testing data is also available to the public via our website, local newspaper and other informational material. Parents were invited to participate in the revision of the CLIP by an ad in the newspaper telling parents a date and time of a meeting to discuss the needed revisions. The CLIP was posted on the web site for parents to read. A survey was also posted for input by the parents that were unable to attend the meeting. If the schools had parent emails; a email was sent with the CLIP attached and a link to the survey.

Is Plan Descriptor Revised?

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.

Chattahoochee County School district uses the Occupational Survey provided by the MEP coordinator to identify migrant students. A system liaison will make contact with each migrant family to determine case by case needs. Migrant students will be evaluated academically like other students in the school system to determine academic needs. All migrant students are eligible for Title I services, and receive appropriate Title I services. In addition a referral is made to student services to indicate additional services may be needed from that department. Additionally, specific activities to address the needs of migratory families are provided. Such activities shall include informing children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services.

A migratory Parent Advisory Council (PAC) program is provided in conjunction with other Parent Involvement Programs. Parent outreach is provided in a language that is understood by the family if at all possible. The DOE TransAct is used for translation as well as private consultant when needed.

- Parents are presented information on ESOL, special education, gifted, and other education programs.
- Information on health, nutrition and social services is presented using materials from the migrant education agency. Presenters from local agencies such as, the Health Department, DFACS, and County Extension office may be involved.

Is Plan Descriptor Revised?

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.

Chattahoochee County school system has procedures in place to provide a timely transfer of school records for all students but especially for migratory students.

- The process begins as soon as the parent/guardian provides the school with formal signed release for record or by request from the receiving school..
- Records are faxed to the new school. A hard copy is then mailed via U.S. mail in a timely manner, but no later than ten calendar days.
- System also has a process in place for translation and evaluation of foreign language students.

Identification of migrant students is a part of the regular registration process. The Occupational Survey, which is provided by the migrant education agency, is included in the registration packet for all registering students. Staff responsible for identifying and recruiting migrant families is trained using the *How to Identify Migrant Students/Families* PowerPoint presentation. A copy of the occupational survey is faxed to the Migrant Education Agency for further determination for students who indicate possible migrant eligibility on the occupational survey. The Migrant contact person collaborates with the Migrant Education Program and other community agencies such as, DFACS to provide appropriate services for identifies families and children.

Is Plan Descriptor Revised?

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.

Identification of migrant students is a part of the regular registration process. The Occupational Survey, which is provided by the migrant education agency, is included in the registration packet for all registering students. Staff responsible for identifying and recruiting migrant families is trained using the *How to Identify Migrant Students/Families* PowerPoint presentation. A copy of the occupational survey is faxed to the Migrant Education Agency for further determination for students who indicate possible migrant eligibility on the occupational survey. The Migrant contact person collaborates with the Migrant Education Program and other community agencies such as; DFACS to provide appropriate services for identifies families and children.

Is Plan Descriptor Revised?

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:

- Piloting innovative strategies, such as the 21st Century Classroom model in a school, and working out kinks and conducting an evaluation to determine whether and how to expand to other classrooms and schools.
- Creating and sharing best practice videos on teaching strategies, which are accessible on the system website
- Creating a bank of unit plans that are continually being developed among staff within and collaboratively with other schools
- Utilizing system staff and external PD experts to work with teachers to improve classroom instruction
- Creating blogs and discussion boards for teacher collaboration and sharing of ideas
- All piloted projects are evaluated at least annually to determine whether and how to expand exemplary concepts throughout the school system. This evaluation includes teacher, administrator, student and parent surveys; PD course evaluations; and cost/benefit analyses
- Teachers are encouraged to share their ideas for pilot projects with their building-level administrators and system departmental personnel
- Administrators are encouraged to seek out innovative funding strategies to share with the system-level personnel and the school board
- Seeking out strategies nationwide that address:
 - Standards-based, research-based instruction
 - Effective tools to collect, manage, and analyze data and conduct job-related tasks to inform instruction and school improvement efforts
 - Designing, equipping, and implementing 21st Century learning environments
 - Assessing teacher and student technology literacy
 - Improving parental involvement and school-home communication
 - Innovative models for funding
 - Implementing high-quality professional learning programs that increase teachers' skills to teach

more effectively and engage students?

Is Plan Descriptor Revised?

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.

Vision Statement:

Chattahoochee County schools will transform learning environments through the integration of technology. In envisioning the future, we are committed to the following principles:

- ∅ Providing equity of technological access
- ∅ Integrating the technology standards of learning
- ∅ Providing access to technology to support curriculum standards
- ∅ Providing professional development to enhance teaching and learning
- ∅ Improving administrative efficiency and accountability

Students, teachers and administration use technology to access current and relevant information. Students use technology to assist in meeting curriculum standards. Teachers use technology in the delivery of curriculum, assessing student progress made toward meeting standards, record keeping, for communication with the community and for meeting the needs of diverse learners. Administrators use technology for school management, for communications with the community, and for the analysis of student data to assure that there is student progress towards meeting standards. Teachers and administrators also use technology as tools for furthering their knowledge and abilities.

Is Plan Descriptor Revised?

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.

Chattahoochee County has applied several time for E-rate,,
 We aggressively pursue grants and have been very successful in that arena. We have also been successful in renewing our SPLOST and a good portion of those funds are targeted toward technology

Is Plan Descriptor Revised?

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.

1. Access to technology		
Benchmarks	Evaluation	Person Responsible
Nova Net renew current licenses and purchase add	EOCT tests, End of course tests, credit recovery	High school principal Technology Technician
Maintain hardware and internal connections	Maintenance request log	Technology Technicians. teachers
Passing the Classworks for Math and Lexia for Reading, grades K -5	All student tested	Teachers / Technology Specialists
Purchase & install additional scan converters per year until all classrooms are completed	Upgrading of old computers and purchase of new computers. Upgrade infrastructure	Technology Department
Schedule classes Four per year to earn 3 PLUs	Sign-up sheet, student assessments,	Teachers/ Technology Specialists
4-12 grade Teachers will implement units that correlate with state CCGPS & place on web	Implement units, evaluations of sites	Teachers/ Principals/ Technology Specialists

<p>95% of all students will use a variety of media in completing assignments and projects.</p> <p>Students in grades 6-12 will create websites as part of the completing assignments.</p>	<p>Students will produce multimedia projects during Technology Nights</p> <p>Evaluation of the websites produced.</p>	<p>Technology Specialist/ Teachers/ Students</p>
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2. Instructional Technology

Benchmarks	Evaluation	Person Responsible
<p>By 2009, students will be using tools to learn and make informative decisions and e-mailing teachers homework, projects, and other assignments.</p>	<p>1. Portfolios</p> <p>2. Completed Coursework for two year program at Columbus Technical College</p> <p>3. Increase # of students attaining GED</p>	<p>Teachers, Curriculum director</p> <p>Principal</p> <p>Columbus Technical College</p> <p>3. Adult Ed. Supervisor, Teacher, Alternative Principal</p>
<p>Purchase laptops for teachers at high school level one grade per year. Purchase projectors 5 per year.</p>	<p>Inventory of acquired computers which include laptops and projectors</p>	<p>Technology Department/ Teachers</p>
<p>Provide a faster internet service between schools. Upgrade network to CAT 6</p>	<p>Lesson Plans</p>	<p>Teachers/ Principals/ Curriculum Director Technology Dept.</p>
<p>New hardware and software training for teachers .</p>	<p>Teachers can produce rubrics to evaluate student work.</p>	<p>Teachers/ Technology Specialists/ Principals</p> <p>ETTC staff for staff development</p>
<p>Ensure equitable access to educational resources and technology.</p>	<p>IEPs/ Usage survey</p>	<p>Special Education Teachers/ Technology Specialists/ Teachers</p>

Provide assistive technologies as dictated in IEP.	IEP/usage survey	Special Education teachers/ reg. ed. teachers
3. Administrative Technology		
Benchmarks	Evaluation	Person Responsible
All teachers and administrative staff will use a student information system.	Student Information System required reports—report cards	Principals
faculty and office personnel will be trained on Power School	Student Information System required reports	Principals/ Technology Specialists
New system personnel will utilize PC Genesis for distribution of financial and personnel resources. And student records.	Quarterly reports/ auditors	Superintendent

Is Plan Descriptor Revised?

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).

We have leveraged the funds received through Title I, Charter, and local funds which implemented NovaNet for High School and Alternative school students to use distance learning for credit recovery and to obtain credits.

We encourage teachers and administrators to think creatively in the planning process and encourage them to come up with innovative ways to increase the rigor of our curriculum. We are able to fund these innovations, at least in part, through Titles II and V.