

CLIP FY17

Treutlen County Schools

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.

LEA Narrative Descriptor 1:

I. Overview: Overall student needs are assessed in the late Spring when Georgia Milestones Assessment results arrive from the state. Treutlen Elementary School and Treutlen Middle School establish baseline data through the use of the benchmark assessments (i.e. STEEP, DIEBELS, GOFARS) and summative assessment data. School level staff members including principals, assistant principals, curriculum/data/instructional support specialists, and teachers analyze school data for overall strengths and weaknesses. Academic data is disaggregated and examined to make both external and internal comparisons. 1. External Comparison: Data for all Treutlen County students is compared with data for all students at the state, RESA and comparison group levels. The examination is used to show how we rank against other systems. We look at systems of similar size, student population, and socio-economic status. We look particularly at schools or systems that perform better than us so that we can learn from them. This type of comparison is also of great interest to our external stakeholders who want to know that we are being good stewards of our resources and students. 2. Internal Comparison: All data is disaggregated to show differences or gaps between racial groups, special and regular education students, homeless students vs. non-homeless students, and economically disadvantaged and those who are not economically disadvantaged. Data is also examined by gender. This data is particularly useful in improving our program processes. It helps us select software, select or drop programs, develop programs for remediation as appropriate, develop schedules and map out professional learning for the system as a whole. The levels at which the overview data is shown include: Scores by subject for each grade by school; Scores by subject for each grade by system; Comparison to RESA and state for each subject by system; Rank ordered place in state for each subject by grade by system; Domain performance for each subject by grade by school. This data is compiled into excel spreadsheets and shared informally with the school board during a regular board meeting. A hyper link to the results is posted on the system website and the data is released to the local newspaper, the Soperton News. Data results are then utilized at the school level to facilitate instructional needs of students in the various subgroups.

I. The Close-Up: Individual Academic Student Data - Prior to pre-planning, students are assigned to classrooms and each school's administrative staff, with help from curriculum/data/instructional support specialists and counselors, pull individual test data for each student. Each teacher analyzes student data during pre-planning to determine student needs. Furthermore, teachers have access to student data via the State Longitudinal Data System which

is accessible through the Infinite Campus student information system. At the classroom and grade level, data is examined for each student to determine specific strengths and weaknesses. Students who were just above or just below either the pass/fail or the proficient learner level of performance are targeted as Bubble Students. More in-depth information is kept on the bubble students using student tracking methods. Data from Georgia Milestones, GAA, ACCESS for EL's benchmark assessments, and other formative assessments as well as information on attendance and discipline are utilized to meet individual student needs.

Coordinated early intervening services are provided for a targeted at risk group of students in grades K-3. Progress is monitored by informal and formal assessments.

The pyramid of intervention is utilized for students who struggle to master the Common Core Georgia Performance Standards and Georgia Standards of Excellence. Informal and formal assessments are utilized for progress monitoring of interventions as students move from tier to tier with increased monitoring and individualization at each tier.

Progress Monitoring is conducted periodically via the use of DIBELS, STEEP, Read 180/iRead/System 44 (Reading Inventory), iReady assessments, and other district benchmark assessments. Furthermore, progress monitoring for students with disabilities is ongoing and a variety of probes, benchmarks, and other assessments are used to create individualized educational programs and to monitor the progress of those goals and objectives.

II. Non-Academic Data Input is gathered through surveys utilizing community forums, focus groups and stake-holders to determine community and student needs and perceptions. The system conducts comprehensive perception surveys. These include: Surveys of all teachers and staff; Surveys of elementary, middle and high students; and Surveys of elementary, middle and high parents. The surveys contain questions about the academic status of the school and system as well as stakeholder perception of the level of drug use, violence and safety of students both in school and on the bus. Data is also gathered regarding student dress code and scheduling models at the middle/high school. Additional information on drugs and safety is gathered from annual DOE Drug Free School surveys. In addition we use surveys to measure our growth in the area of professional learning. Parents in the Title I schools also have the opportunity in the spring and fall to have input on the Title I programs in their schools.

CTAE also is evaluated in terms of performance indicators, which supports continuous program improvement. These performance indicators present us with information that is vital to the success of our program by identifying data that relates specifically to CTAE in our school. These indicators show progress and achievements, suggest areas for improvement, monitor changes over time, and are required by the federal government in order to continue funding vocational and technical education. Measurable percentages for the core indicators: 1) TCP and Dual Diploma students passing the Georgia Milestones EOC Assessment, 2) students passing four or more TCP courses, 3) vocational concentrators receiving a TCP or Dual Diploma, 4) vocational completers who are placed in postsecondary education, 5) employment, or the military three months after graduation, 6) students participating in vocational programs that lead to nontraditional employment, 7) students completing vocational programs that lead to nontraditional employment. Measurable percentages for CCRPI: 1) middle school students completing 2 or more state defined career related assessments/inventories by the end of 8th grade, 2) high school graduates completing a CTAE pathway, and 3) CTAE completers earning a national industry recognized credential. Title I, Part C, ESEA, Section 1304(d) [Migrant Students] requires states to give "priority for services" to migrant children: (1) who are failing, or

most at risk of failing to meeting the state's challenging state academic content standards and challenging state student academic achievement standards, and (2) whose education has been interrupted during the regular school year.

Treutlen County School District had 98.6% highly qualified teachers and 100% highly qualified paraprofessionals during FY16.

Treutlen County School District had the following average teaching experience during FY16: 4.29% of the teachers had low-level experience (less than 3 years); 68.57% of the teachers had mid-level experience (between 3 and 20 years); and 27.14% of the teachers had high-level experience (greater than 20 years).

Annual needs assessment: Treutlen County School District welcomes the involvement of both internal and external stakeholders in the planning process. Surveys are distributed internally to teachers, paraprofessionals, and administrators. Furthermore, external input is encouraged from parents and community members during PTO meetings, strategic planning meetings, the Annual Title I meeting, parental involvement meetings, school council meetings, and school improvement planning meetings.

Teacher and Leader Effectiveness: The results from the teacher and paraprofessional needs assessments indicate a need for additional training in accommodating all learners, the differentiating of instruction in order to enhance the performance of diverse groups of learners including ESOL and Gifted/Talented children; technology integration training for teachers and paraprofessionals; interpreting and utilizing data; induction/mentoring for induction phase teachers; classroom management, and parent/community involvement. The leader needs assessment indicates a need for additional professional learning in the areas of parent/community involvement, differentiated instructional strategies, interpreting & using data, and shared leadership & decision making. Furthermore, the results from TKES indicate a need for professional growth in the areas of instructional strategies, differentiated instruction, assessment strategies, assessment uses, and academically challenging environments. Also the needs assessment results indicate a need for additional training in the core academic content subjects with emphasis on math, reading/ELA, science and social studies. Further, endorsements in ESOL are needed to provide necessary and effective instructional strategies for ELL students. Additional training is also needed for Advanced Placement (AP) teachers and Gifted endorsed teachers in order to provide a more rigorous instructional environment.

Needs assessment data is also derived from the MySPA & HiQ link via the GaPSC portal and from the data profile provided by GaDOE.

Teacher & Leader Recruitment & Retention: Treutlen County School District had an annual teacher retention rate of 93.15% in FY16. The district anticipates a need to recruit highly qualified and highly effective teachers in the areas of Spanish (grades 9-12), ESOL (grades 1-12), early childhood, elementary, and middle grades, and high school (Health/PE, Family & Consumer Science, History) for the FY17 school year.

The School District makes efforts to recruit and retain highly qualified and highly effective teachers; however, due to decreases in the budget there are no incentives (i.e. signing bonuses) currently utilized. The district will continue to utilize a variety of avenues to recruit highly qualified and highly effective teachers for employment. District office administrators and/or school level administrators and teachers will participate in on-site recruitment fairs at colleges and universities within the state. Advertisements of staff openings will be placed in the local

newspaper, on the system website, and Teach Georgia website. Colleges and universities offering education degrees will be contacted by letter, telephone, or email to request a roster of education degree candidates for graduation. Furthermore, advertisements will be forwarded to Heart of Georgia RESA member systems and surrounding school systems regarding available positions.

The district leadership team (superintendent, director of curriculum & instruction, federal programs director, special education director, technology director, building principals, instructional coordinators, financial director, and assistant principals), conducts its annual needs assessment in the late winter or early spring by gathering data from the following sources: Georgia Professional Standards Commission HiQ and Equity Reports, Stakeholder surveys, School Improvement Plans, and CCRPI Reports. The system will continuously monitor, through data collection and analyses, that poor and minority students are not being taught at higher rates than other students by inexperienced and/or unqualified teachers. The district leadership team meets monthly; therefore, data is continuously monitored throughout the year. Since Treutlen County School System has one school per level of instruction, students' assignments will be monitored within the schools to ensure there is not a higher concentration of poverty or minority children in any one classroom, e.g. within the third grade student population, the eighth grade language arts classrooms, or the physical science classes at the high school.

The district's Equity Targets for FY17 are CCRPI and Discipline: Not SWD Out-of-School Suspension.

The 2016 needs assessment indicated a need for improvement in the core academic content areas of English Language Arts in grades 3-8, Math grades 3-4 and 6-8; Science in grades 4-8; Social Studies grades 4-8 and math, history, and science in grades 9-12. Student achievement results from the Georgia Milestones in these areas were either at or below the state averages in the proficient/distinguished categories.

In the area of Georgia Milestones English language arts, 28% of the 3rd grade students scored proficient and above, 18% of the 4th grade students scored proficient and above, 25% of the 5th grade students scored proficient and above, 15% of the 6th grade students proficient and above, 17% of the 7th grade students proficient and above, and 16% of the 8th grade students proficient and above.

In the area of Georgia Milestones math, 30% of the 3rd grade students scored proficient and above, 31% of 4th grade students scored proficient and above, 22% of the 6th grade students scored proficient and above, 42% of the 7th grade students scored proficient and above, and 8% of the 8th grade students scored proficient and above.

In the area of Georgia Milestones science, 18% of 4th grade students scored proficient and above, 27% of 5th grade students scored proficient and above, 15% of 6th grade students scored proficient and above, 25% of 7th grade students scored proficient and above, and 8% of 8th grade students scored proficient and above.

In the area of Georgia Milestones social studies, 27% of 4th grade students scored proficient and above, 20% of 5th grade students scored proficient and above, 1% of 6th grade students scored

proficient and above, 3% of 7th grade students scored proficient and above, and 5% of 8th grade students scored proficient and above.

The following results from the Georgia Milestones EOC indicate a need for improvement: 9th Grade Literature (30% proficient and above); American Literature (34% proficient and above); Algebra (15% proficient and above); Geometry (16% proficient and above); Biology (43% proficient and above); Physical Science (21% proficient and above); U.S. History (25% proficient and above)

Title II-A Grant Administration

Prioritizing Funds: Treutlen County School District does not have schools designated as Priority or Focus Schools. Therefore, we do not have a fiscal requirement to provide professional learning.

Needs Assessment: The district leadership team (superintendent, assistant superintendent, student services director, technology director, building principals, instructional support specialists, assistant principals, and school nutrition director), conducts its annual needs assessment in the late winter or early spring by gathering data from the following sources: Georgia Professional Standards Commission HiQ and MySPA Reports, the Equity data profile provided by GaDOE, Stakeholder surveys, School Improvement Plans, and CCRPI Reports. The MySPA data from the PSC website is reviewed annually to determine retention and recruitment needs. The system will continuously monitor, through data collection and analyses, that poor and minority students are not being taught at higher rates than other students by inexperienced and/or unqualified teachers. The district leadership team meets monthly; therefore, data is continuously monitored throughout the year. Student achievement data is disaggregated by sub-groups in order to monitor the achievement gap between sub-groups. In order to strengthen this process, the leadership team will begin to monitor discipline data and teacher effectiveness data periodically throughout the year.

Internal Controls: Upon careful review of the internal control procedures, the district has found a need to revise the procedures in order to be in compliance with the new ESSA law. The Title II-A director and the financial director will collaborate to develop a draft of the internal control procedures for all federal programs and will solicit stakeholder input from the district leadership team. The district will build for capacity by providing federal programs administration training for other leaders in the district. The most recent monitoring and audit reports have not revealed any unresolved needs/findings.

Prioritized Needs: After a complete analysis of the data, the district develops a list of prioritized needs and an action plan. The prioritized needs for FY17 include:

Title II-A Component - Professional Learning:

- 1) Increase CCRPI scores,
- 2) Reduce the percentage of non SWD students receiving out-of school suspension

- 3) Narrow the achievement gap between subgroups in all content areas (meeting diverse needs of students),
- 4) Increase instructional support for new teachers and administrators via the district induction program,
- 5) increase student achievement in the areas of mathematics, ELA/Reading, science and social studies, and
- 6) provide professional learning in the areas of ESOL and Gifted/Talented Instruction, classroom management, interpreting & utilizing data, Rigor in the classroom, writing across the curriculum, meeting the needs of diverse learners – including Gifted and ESOL endorsements, DBQ project, PBIS, web-based product implementation (Edivate, Read 180, iReady, Write Score), GACE support, GaTAPP coursework, TKES re-credentialing, Depth Of Knowledge, Career Prep in Leadership (school level & district level), product implementation (i.e. Read 180, Edivate, iReady), and differentiation of instruction.

The professional learning activities listed above and partial salaries for the instructional support specialists are prioritized for Title II, Part A funding in FY17.

Coordinated early intervening services are provided in regard to discipline. Discipline data and results of positive interventions are reviewed weekly.

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;*

LEA Narrative Description 2: Treutlen County School District uses a number of high quality academic assessments in addition to those identified by the state to determine students' success (Homeless & Migrant students are included in this process): To determine success on standards and progress being made toward meeting standards, and to inform teachers, parents and students

(e.g. state required assessments, benchmark tests, teacher made tests, rubrics, student portfolios, 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 assess students' specific knowledge base, teacher made tests and rubrics, computerized assessments); 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 assess students' specific knowledge base, teacher made tests and rubrics, computerized assessments); To identify students who have difficulty reading (e.g., diagnosis instruments, computerized assessments, and internet based, classroom-based instructional reading assessments and rubrics) *To identify students through the Response to Intervention process and respond to needs through differentiated instruction; To identify students through the SST process who continue to evidence particular difficulties in learning. SST will track these students assessing the strategies utilized to remediate areas of difficulty. A 504 plan may be developed to provide accommodations for struggling students. To determine whether additional services may become necessary for student success, a referral can be made for evaluation of Special Education services. The Home language survey will be used for the initial screening for other language students. It will be included as part of the initial registration and for students as they enter school during the school year. We will use the Home language survey that is provided by the GaDOE. Students whose surveys indicate that English is not the primary language in the household, are administered the W-APT to identify their needs for ESOL/ELL services. Furthermore, the district utilized the ACCESS for ELLs assessment as an end-of-year assessment of the English progress and level of proficiency of its English Learner students and as a measure to determine student needs. Treutlen County Schools share progress with teachers, parents, and students through the following methods: Parent conferences, Newsletters, School website, Report cards, Grade Reports, System website, Newspapers, State DOE Website, State DOE Report Card, System Report card, Letters and memos, Phone calls, Parent Communication System, Individual student test results, Email, As Part of the registration process, Transition orientation, Parent Portal (Infinite Campus), Parent nights and breakfasts, meetings with other agencies, and transition meetings for SWD ages 14 and older. To notify teachers: Staff meetings, Professional Learning Opportunities, Memos, Team/Grade level/Department meetings, Emails School Board Meetings, School Council Meetings, Infinite Campus, and the One-Call Crisis Communication System.

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.

LEA Narrative Description 3: Treutlen County Schools has participated in the National Assessment of Educational Progress in the past and will be happy to do so again if selected. All students, including homeless students & migrant students, will participate in the NAEP if Treutlen County is selected. The information compiled from the NAEP assessment will be used along with other assessment data in making decisions for improving instructional practices. The State Department of Education will assist the school system in analyzing the NAEP data. We will contact Dr. Bobbie Babble at DOE for assistance. The NAEP Website will be utilized for additional information.

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.

LEA Narrative Description 4 : Over the years the school system has utilized funds from a variety of sources to equip and/or update equipment in K-12 grade classrooms, middle school classrooms and high school classrooms. All **K-12** classrooms are equipped with **Promethean** Boards and approximately 93% of the classrooms are equipped with laser printers.

The technology department will continue to provide ongoing professional learning to teachers as new technology equipment and software is acquired in the district. Furthermore, additional technology training and assistance is provided on an as-need basis.

The district has purchased chromebooks, document cameras and new instructional software in order to increase student interaction with technology. The district will continue to add other technological devices so that students will become more interactive with technology and more engaged with learning.

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.*

LEA Narrative Description 5: Data is disaggregated to enable teachers and school leaders to identify which students need specific help to either meet or exceed standards perform at the developing. Currently we have fewer than 1% EL students. EL students receive segments of instruction from an ESOL endorsed teacher. We have also purchased "Rosetta Stone", an integrated technology program which will assist the students in learning English as a second language. Currently, we have fewer than 1% migrant students. However, we have purchased additional "Rosetta Stone" software to be used upon the entry of migrant education students in our system. We will also utilize Imagine Learning software to supplement instruction for EL students. Furthermore, we will purchase word to word dictionaries to provide additional instructional support for EL and migrant students. Many strategies are used to ensure that the needs of disadvantaged students are identified and met. We will utilize "Transact" to help with

the communication of parents of non English speaking students. We will also utilize translators for parent/teacher conferences.

The use of Promethean Boards, TRL (Teacher Resource Link), USA Test Prep, Edgenuity, Go Math, FASST Math, Do The Math, iReady, iRead, Read 180, and System 44 enables teachers to access resources for whole group, or individual instruction. The instructional resources are aligned with Common Core GPS. Title I, Part A funds will be utilized to purchase USA Test Prep, FASST Math, Do the Math, iReady, iRead, Read 180, and System 44 software.

Materials from the National Reading Styles Institute have been purchased for struggling readers. The Carbo Reading Method is a scientifically researched based approach which has proven to be successful. Books on CD, Phonemic Awareness and Phonics, Current fiction and non-fiction, chapter books, and high interest/low level books are some of the components.

Before and After school tutorial sessions as well are held to assist students in improving academic achievement. Both regular education and special education students may participate in these sessions. The afore-mentioned tutorial sessions will be paid via Title I, Part A funds. Summer school sessions are held for regular and special education students who failed to meet or exceed standards in grades 3, 5, and 8 on the Georgia Milestones. We have purchased a Credit Recovery Program at Treutlen High School to be utilized for summer school and throughout the school year. USA Test Prep is utilized to enhance instruction for high school students. Credit Recovery Programs are available for all high school students as well as the Alternative School students and via Ga. Virtual Schools to assist students in regaining class credits allowing them to graduate on time. After school program instruction is provided to Treutlen County elementary & middle school students. All Special Ed teachers attend the same Professional Learning courses as their counterparts in regular education. We have increased the number of inclusion classrooms and whenever possible, kept the Special Ed students in the regular education classroom to ensure they have an opportunity to learn the same curriculum as other students. The middle school is designed so that students will have 2 periods of ELA instruction and 2 periods of math instruction. The system technology plan lays out the order in which teacher workstations and student computer terminals will be upgraded and replaced. The system provides Promethean Boards to all classes in grades K-12. We have purchased classroom sets of chrome books for the science classes at TMS/THS and 3rd grade classes and science lab at TES. Furthermore, additional software will be purchased to enhance math instruction at both schools. All Special Ed students have access to instructional technology. We use Title I funds to reduce class size in the elementary school and middle/high school in core-academic content classrooms in order to implement research-based instructional strategies and to increase student achievement. Additional instructional support will be provided through the use of paraprofessionals at the elementary school. Data analysis determines placement within reading and math groups through direct instruction. The inclusion process allows all students to participate in an appropriate regular education environment based on the analysis of their reading and math levels.

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.

LEA Narrative Description 6: Treutlen County Schools will develop and share with appropriate faculty an inventory of personnel with exemplary grant writing practices, through professional learning activities, which address the solicitation of funding for computer hardware. Treutlen County Schools will develop an inventory of exemplary technology practices, which address curriculum initiatives including current teaching styles such as guided exploration, cooperative learning, and student-centered learning by implementing a comprehensive professional learning plan. Teachers will participate in on-going professional learning to experiment, initiate, and create new models of best practice and teaching and learning strategies for the GPS/CCGPS/GSE. The school system will continue providing training for all personnel on the use of emerging technologies as it applies to the educational process. Teachers will be required to attend ongoing professional learning, concentrating on integration, teaching methods, and strategies. Teachers will have options for participating in technology-related professional learning activities that meet their needs and interests with regard to content, scheduling, and method of delivery, and take into account current level of expertise. Local personnel will teach mini courses. Topics may include, but may not be limited to: the technology literacy standards, thinking skills, hardware/software troubleshooting, free resources (such as TRL), and system acceptable use policy updates. Selected teachers will participate in professional learning activities that address the technology integration standards and how to integrate them into the GPS/CCGPS/GSE and system-level curriculum. The school system will continue providing training for all personnel on the use of emerging technology as it applies to system-wide management. Professional learning activities will be provided via coordinated Title I – Part A, Title II – Part A, Title VI-B – Rural & Low Income, Title I - Part C Consortium and state Professional Learning funds. The district will utilize Title II, Part A funds to purchase Edivate, a web-based, on-demand professional learning resource to provide systematic job-embedded training for administrators, teachers and paraprofessionals. Edivate is closely aligned to the TKES and LKES standards and will be utilized to target TAPS/LAPS standards in which administrators and teachers are rated as needs development or ineffective. The ultimate goal is for teachers and administrators to perform at the exemplary level.

Professional learning/training is provided for Special Education teachers and paraprofessionals in utilizing assistive technology. Many different technologies are used with students of all ability levels. Examples include mobility and sitting devices, devices for occupational and physical therapy, devices for sensory issues, screen and book enlargement programs, slant desks, worked processing, large key keyboards, switch devices, communication boards, special calculators and manipulatives, books on tape, etc. GLRS has provided many different opportunities for

professional development on site and at the Dublin center. FM systems are used for hearing impaired students.

Training and on-going support is provided for progress monitoring software, OAS, GOFARS, FASTT Math, MyLearningPlan, Edgenuity(Credit Recovery), etc.

Teachers have also participated in several local professional learning activities facilitated by the Technology Department.

TES, TMS and THS participate in sequenced professional development each year that addresses the integration of technology into instruction. The majority of these days the trainer interacts with the teacher and his/her students in the classroom, modeling classroom management, teaching teachers and students how to accomplish certain tasks, and giving the guidance necessary to foster appropriate behavior and actions associated with the access to so many resources.

On-going job-embedded professional learning for teachers and paraprofessionals is provided and facilitated by a curriculum & data support specialist and an instructional support specialist.

7. Title II, Part D Not Applicable for FY16

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.*

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.

LEA Narrative Description 8: Treutlen 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. Having purchased materials or technology we follow a lengthy training process. When possible we hold an informational training session for principals, assistant principals and instructional coaches. This is followed up by an in-depth training for teachers and instructional coaches. We often bring the trainer back after a few weeks to work with the instructional coaches because by that time questions and issues have started to arise. The instructional coaches usually begin doing job-embedded sessions after the new product or technology has been in place for two to three months. They are on the spot and ready to help teachers when they need specific, individual help and they can address common issues during the common planning time meetings. Treutlen County has adopted the twelve NSDC standards for professional learning. We have identified programs and trainers who match our needs and put in place a consistent training regimen for all certificated staff. We utilize "My Learning Plan" a web-based service for tracking and managing Professional Learning activities for teachers, administrators, and paraprofessionals. The elementary school administrators and selected leadership team members participated in the Summer Leadership Academy from 2012 to 2014. The district level leadership team participated in GLISI Boot Camp and Summit during the 2008-2009 school year. The middle/high school leadership team participated in GLISI Bootcamp and Summit during the 2012-2013 school year. The district will continue to build leadership capacity by providing additional school level teams with GLISI and RESA leadership training. The district will purchase Edivate, a web-based, on-demand professional learning resource to provide systematic job-embedded training for administrators, teachers and paraprofessional. The district will utilize Compliance Director to provide mandated legal training to all employees.

From 2012 to 2015, Treutlen County was one of the original 26 Race to the Top districts. The district appointed a representative to serve on every state RT3 committee and had first hand input regarding the protocols for what are currently known as Georgia's initiatives. Throughout the implementation of RT3, teachers and administrators received enhanced and on-going professional learning in the areas of CCGPS, TKES, LKES, SLO's, SLDS, TRL, CCRPI, and much more.

The Treutlen County School System complies with the Principles of Effectiveness for Safe and Drug free schools by selecting and implementing scientifically and/or evidence-based practices and products targeting assessed needs. Health teachers have received training in specific research-based programs including Mendez, Too Good for Drugs, and Choosing the Best. The health/PE teachers participated in training for the new student fitness assessment during FY12. A curriculum/data support specialist and an instructional support specialist have been added at the district level to provide ongoing professional learning to all core academic teachers. The district will purchase an interactive writing software program to enhance students' writing skills. Teachers will be provided with professional learning for the instructional integration of the writing software. During the 2013-2014, TES math teachers participated in the Math in the Fast Lane training. We will continue to rollout these initiatives to the middle school teachers.

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.*

LEA Narrative Description 9: In general Title I funds provide additional teachers and paraprofessionals to lower pupil teacher ratio and supplemental instructional supplies (workbooks, technology devices, etc.); Title II-A comes in and provides support for the recruitment and retention of highly qualified teachers. Schoolwide funding provides support for professional learning for the teachers and paraprofessionals in support of School Improvement goals. Currently, we are not eligible for Title III or Title I – Part C funds; however; we have a less than 1% enrollment of ELL students and less than 1% enrollment of Migrant students. They will be provided services through Title I funding. We are a member of the Title III consortium which provides professional learning opportunities and other supplemental services for ELL students. Furthermore, we are a member of the Title I – Part C Consortium which provides supplementary resources for migrant students. The parent involvement coordinator works with parental involvement activities and is funded through state and Title I funds. She communicates with parents regarding absences, illnesses and teacher/student concerns. The school registrar and school social worker also communicate with parents regarding absences, illnesses and other student concerns.

Presently, we do not have enough homeless students to qualify for the McKinney-Vento Grant; However, homeless students are provided services through Title I funding; Both schools are schoolwide Title I programs.

We use Title funds to reduce class size in the elementary school and middle/high school in core-academic content classrooms to increase student achievement in the area of math and ELA. Additional instructional support will be provided through the use of paraprofessionals at the elementary school.

Further, Title I funds will be utilized to provide professional learning opportunities for administrators, teachers, and paraprofessionals in support of School Improvement goals as well as professional learning books and supplies; to provide substitute teachers for teachers paid from Title I funds; to provide substitutes for teachers who attend professional learning activities; to provide supplementary instructional software and supplies; to provide a part-time parental involvement coordinator and supplies for parental involvement activities; to provide additional

technology equipment and supplies; to provide supplementary books (other than textbooks) for core academic content classes; to provide a flexible learning program for TES; to provide salary, benefits, professional learning, and supplies for the Title I Director; to provide ITBS testing and scoring services; to provide supplementary copy machines for teachers; to provide resources for required parent notifications; and to provide a parent communication system.

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.

LEA Narrative Description 10: Most of the drug, violence and tobacco standards are incorporated into the science and health curricula. Specific research-based programs have been selected based on needs identified through the annual Safe and Drug-Free Schools and Communities (SDFSC) survey. In addition we have worked with private and public agencies and civic groups to implement additional programs. In grades K-5 we utilize the Stop Bullying Now curriculum which is intergrated in the PE classes. The Safe and Drug-Free Schools and Communities program (SDFSC) collaborates with various community entities (including parents, federal, state and community leaders and school officials). Choosing the Best Whenever possible is used at the MS/HS through the Tri-County Family Connections program. These materials will be translated to other languages and/or a translator will be provided for students and parents. The results from surveys are available online for teachers, parents, and community entities. The results are shared with the central office administrators who in turn share these results with the building principals. The principals then share the information with the teachers, parents and community via school council meetings, faculty meetings, and newsletters.

The DARE program, provided by the Treutlen County Sheriff's Department, is implemented at the 5th and 7th grade levels.

Proactive positive behavioral supports are used to prevent violence and drug use. Students receive recognition for positive behaviors. Problematic situations are addressed and analyzed in team meetings and proactive changes to avoid problems are made. Functional Behavioral Assessments are conducted and Behavioral Intervention Plans are used when students with disabilities exhibit severe problem behaviors. These tools help educators identify the payoff for bad behavior, establish a plan to reward the specific positive behavior to take its place, and identify meaningful consequences for the less desired behavior.

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.

LEA Narrative Description 11: Treutlen County School District has only one elementary and one middle/high school. We use free/reduced meal percentages to identify economically disadvantaged students. Currently, we are utilizing the CEO Option; Treutlen Elementary School had 431 students who were directly certified and Treutlen Middle/High School had 434 students who were directly certified. Both schools are Title I school-wide programs.

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.

LEA Narrative Description 12: There are no TA schools in our district. Both schools are Title I 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.*

LEA Narrative Description 13: Treutlen County School district has one elementary school and one middle/high school. The elementary school and the middle/high school are both Title I schoolwide programs. Various instructional programs are implemented throughout the schools. Specific strategies vary by school level.

An Extended Learning Program provides additional instruction during the school day to students in grades K-5 who have been identified as struggling learners in the area of ELA and Mathematics. Extended Learning Time will be offered during the rotation block to students in

grades 6-8 who have been identified as At-Risk in Reading/Math. Tutoring sessions are held before and after school for students in grades 6 - 12 when funding is available. After-school sessions and summer sessions will be held for students in grades 3 – 8 who are at risk of failing any portions of the Georgia Milestones EOG and 9-12 students who are at risk of failing the Georgia Milestones EOC if funding is available. Students who are in grades 9 – 12 are given an opportunity to participate in Credit Recovery courses. Students in grades K-5 are given benchmark tests three times a year. DIEBELS will be utilized for benchmark assessment in grades K - 5. All teachers have access to the State Longitudinal Data System which provides multiple years of student assessment and attendance data for the students which are currently enrolled in the particular teacher's class(es). Common assessments are given at the end of each unit or nine weeks in math and reading/English language arts K-12 and in science and social studies in grades 6-12. 1.

Class size reduction teachers and paraprofessionals are provided at both schools in core-academic content areas to ensure that at-risk students receive more individualized instructional support.

Elementary School: We use Houghton Mifflin Harcourt "Journeys" in grades K-5 to ensure a balanced reading program is taught to all students. We use the GoMath series to teach students the underlying structure of mathematics. Supplemental math units were developed to bridge the CCGPS to GSE gap between 5th and 6th grade. Instruction in both reading and math is supplemented by, iRead, iReady, FASTT Math and Do The Math, which students access in the regular classroom and through the computer lab. Supplemental workbooks and other web-based programs are used to supplement instruction for ELA in grades 3 – 5. Baseline data for K-5 will be obtained through the use of DIEBELS and STEEP. Teachers and students have access to Promethean Boards, projectors, scanners, digital cameras, flex cams, multiple computers in each classroom, Chrome books and laptop computers.

2. Middle School . The middle school students receive 2 periods of ELA instruction and 2 periods of math instruction. Teachers have received training on the use of math manipulatives and will increasingly include them in their teaching units. Supplemental math units have been developed and are continuously revised to bridge the GPS to CCGPS/GSE gap between grade levels. The math teachers are participating in the Math/Science Partnership grant via Heart of Georgia RESA. They will have the opportunity to receive on-going professional learning throughout the year in collaboration with Georgia Southern University. Connections classes are used to assist students to broaden their skills and to begin to develop career goals. Career explorations, Career Discovery, agriculture, FACS, and band are offered at the middle school in a non-discriminatory manner. The district will purchase a progress monitoring software program for grades 6-12.

3. High School. The high school operates on a traditional seven-period day. Early morning tutoring is available to students who are at risk of failing the Georgia Milestones EOC and coursework. There has been a large decrease in the number of failures when those students were tutored. A wide array of vocational programs is available to students on a non-tracked and non-discriminatory basis. These include business, agriculture, family and consumer sciences, law enforcement, and nursing assistant. Treutlen County Board of Education is one of four collaborative members of the Southeastern Early College and Career Academy (SECCA). Students attending SECCA are provided opportunities to participate in Army JROTC, auto mechanics, cosmetology, healthcare, and/or teaching as a profession.

General Program Information QBE funds will be used to fund the programs 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-A funds will be used to secure and retain highly qualified teachers. Title I funds will be used in a supplementary manner to further reduce class size at all grade levels and to provide additional support services including paraprofessionals in the elementary computer labs and other academic classrooms as needed, Parent Coordinators and Instructional Coaches for elementary and middle/high schools. 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. 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 GPS and/or science GPS for their grade. Required materials and training will be funded through Title IV, local or partnership funds. Student services are provided through counselors and the school social worker. These programs are supplemental to the required instructional services and are paid for with QBE local funds. No schools for neglected or delinquent students are located in Treutlen County. Safe and Drug-Free School programs/activities as referenced previously are available to all schools for all students including those in alternative school settings, After School Programs, or other settings addressing high risk youth. The Alternative School utilizes computer-aided instruction, class reduction models, and classroom management strategies in providing instruction for at-risk youth.

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.*

LEA Narrative Description 14: The homeless liaison sent out the homeless surveys to local agencies in Treutlen County. Inquiries were also made at the various schools, and with the system data collector. The results indicated that there is a small number of homeless students identified in Treutlen County Schools. Since both of our schools are now schoolwide the students are currently being served through Title I funding. We communicate with the parents/guardians of the students to make sure that their basic needs are being met. We provide assistance to these students as needed. Surveys and brochures are sent out to the school counselors, social workers, administrators, and bus drivers to assist in the identification of homeless students. The school social worker is the key liaison between all of the social service and community and civic groups who can bring resources to bear on the issue of homelessness. This was demonstrated when we had evacuees from Katrina locate temporarily in the county.

The school social worker was able to bring community and school resources together to meet the needs of children and their families. Treutlen County has a well-developed support system for transient families that can also be extended to the homeless. Churches and other civic organizations contribute as needed for emergencies. These resources were used in the past for hurricane evacuees.

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.*

LEA Narrative Description 15: Parents, state and local government representatives, representatives of Title I schools, teachers, students, and relevant community-based organizations are invited to attend the annual Title I Meeting in the Fall and given information regarding the Title I program, the parents right to know, and the parent and stakeholder rights to be involved in the development and revision of the CLIP and School Improvement plans. Furthermore, the aforementioned stakeholders are invited to attend a CLIP revision meeting where they are given the opportunity to view and provide feedback regarding the CLIP, the district Parental Involvement Plan, and the School level Parental Involvement policies. Stakeholders are notified in the following ways regarding the Annual Title I Meeting and the CLIP revision meeting: Notices sent home to parents, Newspaper article, Parent "One-Call", Text messages, and notices posted on the school website.

During the CLIP revision meeting, parents were given an opportunity to provide input regarding how the 1% set-aside for parental involvement are allotted for parental involvement

activities. During the meeting, parents were given an input form on which to write any suggestions. Furthermore, all parents were mailed a Title I survey over the summer which also gave them an opportunity to provide input.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language the parents understand.

1. The Treutlen County Schools will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA: (1) Include parents on committees. (2) Include parents on school-wide planning teams. (3) Include parents on school councils. 2. The Treutlen County School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (1) Include parents on committees. (2) Include Parents on school-wide planning teams. (3) Include parents on school councils. 3. The Treutlen County School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning implementing effective parental involvement activities to improve student achievement and school performance: Title I staff will collaborate with all school personnel to provide information, resources, and suggestions to assist parents in various strategies to help their children improve their academic performance. 4. The Treutlen County School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: Head Start, Pre-Kindergarten, and Family Connections. Our school system will work with these agencies to coordinate workshops and community services from such agencies as the Health Department and the Department of Family and Children Services.

5. The Treutlen County School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will be conducted via the use of an annual Title I Survey. The surveys will be sent home with students, mailed to parents, emailed to parents, and/or posted on the school website. Parents can either complete a paper/pencil version of the survey or complete it online. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.) The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Parents will have the opportunity to review and suggest changes to this plan each year as it applies to the effectiveness and appropriateness of the Parent Involvement Plan. 1. The Treutlen County School District will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below: A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school,

as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph— The State's academic content standards, The State's student academic achievement standards, The State and local academic assessments including alternate assessments, The requirements of Part A, How to monitor their child's progress, and How to work with educators: The school system conducts regularly scheduled parent-teacher conferences. At that time teachers will explain the above items. Written handouts concerning state assessments will be sent home with students as well as information being placed in the local newspaper. This information will also be explained at parent meetings and school council meetings. B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: Teacher-Parent conferences are scheduled regularly, school council and parent meetings will feature these issues, and additional information will be sent home. C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, and principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents and in how to implement and coordinate parent programs and build ties between parents and schools, by: Offer Professional Learning opportunities to all faculty and staff. D. The school district will, to extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with head Start, Reading First, Language For Learning, Even Start, Home Instruction Programs for Preschool Youngsters, and Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage, and support parents in more fully participating in the education of their children. E. The school district will take necessary actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Part III School-Parent Compact The Treutlen Elementary School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. School Responsibilities Treutlen Elementary School and Treutlen Middle/High School will: 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: The curriculum of the school will be adopted as per state QCC/Georgia Performance Standards. Materials chosen to teach this curriculum will be selected from the state approved textbook list. Additional instructional programs will be selected on the basis of research-based results. Hold parent-teacher conferences (at least annually in all schools) during which this compact will be discussed as it relates to the individual child's achievement. Provide parents with frequent reports on their children's progress. Progress reports will be sent home every 4 ½ weeks and report cards will be sent home every nine weeks; Parents will have 24-hour access to student grades via the parent portal (Infinite Campus). 2. Provide parents with reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents may schedule additional parent-teacher conferences at any time they have a concern by calling the school to set up the conference. 3.

Provide parents opportunities to volunteer and participate in their child's class, as follows: Parents will be given opportunities to volunteer at Treutlen County Schools in the following areas: Tutor students individually or in small groups. Act as a proctor during tests. Volunteer to assist with the Fall Festival/Spring Fling, Career Day, Field Day, and assist with field trips. Parent Responsibilities We, as parents, will support our children's learning in the following ways: Monitoring my child's attendance at school. Making sure that homework is completed and returned to school. Monitoring amount of television watched in the home. Volunteering in my child's classroom. Participating with school personnel in making decisions relating to my child's education. Promoting positive use of extracurricular time. Maintaining communication with my child's teacher about their academic progress. Promptly read all notices from the school. This will include all notices sent home with my child or through the mail. I will respond when needed. Serving, as much as is possible, on advisory groups such as PTO, School Council, and the Title I, Part A Advisory Committee. 1. Our school system developed this policy in conjunction with stakeholders. 2. The district requires each school to develop a written school parent compact, and school policy. 3. The school stakeholders are made aware of Title I programs through school council meetings and PTO meetings. (Agenda and other documentation is kept on file locally) 4. The LEA reviews the effectiveness of school parental involvement activities annually. 5. Treutlen County school district has carried out the six requirements to build parents capacities to be involved in the school. Examples of how our system meets the six requirements are included after each requirement. 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: Treutlen Elementary School provides Georgia Milestones parent workshops to assist parents in the preparation of their children for the Georgia Milestones EOG.

Treutlen Middle/High School utilizes the school website for increased parental awareness and involvement. A 6th & 9th grade parent orientation is held annually during the spring of their upcoming year. Articles are printed in the local newspaper on a weekly basis. Teachers are required to make at least one positive contact to each parent per semester. Parent workshops are held periodically and cover topics such as, school safety, dangers of the internet, strategies to assist students, college options/requirements, financial, and scholarships for post-secondary schools. . Parents have access to the Parent Portal to view their child's academic and attendance progress.

Parents are involved in IEP meetings, and may request additional meetings at any time. Every effort is made to meet at the parent's convenience. Some meetings are by phone conference and even some home visits.

Ensuring that information is sent to the parents in an understandable language School system personnel make an effort to write materials that will be sent to parents in a user friendly language. The DOE Transact program provides translated materials for other language families/parents. Parents are notified by letter if their child is taught by a non-highly qualified teacher. Parents are notified through the schools' Parent/Student handbooks regarding their "right to know."

Internal/External Stakeholder Involvement

To accomplish an annual needs assessment, needs prioritization, and action plans that address these equity components, the planning process has and will continue to include information gathered during an administrator retreat, staff surveys, faculty meetings, networking with

HGRESA, and Title IIA consultant assistance. Further collaboration will also be conducted through community and personnel surveys, student surveys administered at school, questionnaires presented during Parent meetings, School Council meetings, Leadership/Design Team meetings, and/or Family Connections meetings.

The Georgia Department of Education randomly selects districts from which to send parent surveys/questionnaires to parents of students with disabilities. We have participated in that process when selected. Special Education stakeholders meet annually to look at progress and share concerns.

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.

LEA Narrative Description 16: No schools in the district have been identified as a Priority, Focus or Alert school for the FY17 school year.

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.

LEA Narrative Description 17: We have one elementary school and one middle/high school in our district. . Neither school has been identified as a Priority, Focus or Alert School. Therefore, the district is not required to implement a Flexible Learning Program (FLP).

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;**

LEA Narrative Description 18: Data addressing system & school equity is obtained from the secure Georgia Professional Standards Commission website. Also, data regarding teacher retention & highly qualified teacher/para-professional status, is retrieved from our annual CPI report and from personnel records. The data is analyzed and shared with school administration and individual school leadership teams. When scheduling students, the schools use methods to ensure that all students have equitable opportunity to quality instruction.

Treutlen county Schools currently has one ESOL endorsed teacher. The ESOL teacher is fluent in English.

Treutlen County Schools has created a notice to parents to be sent at the beginning of school that describes for parents the definition of highly qualified and describes for parents how they can request teacher qualifications for their child's teacher(s). This notification is posted in the student/parent handbooks and distributed to each student at the beginning of the school year. Parents are required to sign a form acknowledging their receipt of the handbooks and that they have read and understand its contents. The notification is also printed in the Title I school brochures which is distributed annually to parents as an attachment to the first progress report/report card. Parents are required to sign and return the progress reports/report cards. The brochure also notifies parents of their rights to be involved in the planning and implementation of the parent involvement program in their school Furthermore, the brochure notifies the parents of the school improvement status of the school. The school improvement status is also shared at the July/August Board of Education Meeting ~~and letters are mailed home to parents~~. During the 2015-2016 school year, 98.33% of all certified staff were highly qualified and 100% of paraprofessionals were highly qualified. An individual plan will be developed for each teacher who is not highly qualified. Strategies may include passing the GACE, completion of college coursework and/or change of schedule. The system will provide professional learning, reimbursement for coursework taken and passed, and/or reimbursement for passing the GACE. Treutlen County Schools makes every effort possible to hire paraprofessionals who are highly qualified. The paraprofessionals who have not attained this status are provided with staff development opportunities to meet the qualifications to become highly qualified. They are also provided with resource material to assist in the preparation for the Paraprofessional Certification Test. Currently, all para professionals are highly qualified.

When a teacher or a paraprofessional becomes non-highly qualified or is issued an NR certificate, a written remediation plan will be developed immediately in collaboration with the teacher, the building level principal, and the Title II-A coordinator.

Monitoring Procedure for Remediation Plans of Non-HiQ Teachers/Teachers with NR certificates:

- HiQ Remediation Plans will be developed and signed by the teacher, principal, and Title II-A Director.

- Title II-A Director and principal will meet with the teachers quarterly to ensure teachers are making progress toward becoming highly qualified.
- Study sessions for all GACE tests will be offered at the school site or at Heart of Georgia RESA.
- Upon completion of taking the GACE tests, a copy of the registration form will be submitted to the Title II-A director and registration fees will be reimbursed according to the following guidelines:
 - 1) If a teacher is hired in a non-HiQ position, reimbursement of GACE registration fees will be issued upon the teacher receiving a passing score in the required content area.
 - 2) If a teacher was previously assigned to a HiQ position and was moved by the school administration to a position where they are not HiQ, reimbursement of GACE fees will occur upon completion of the GACE assessment in the required content area.
- The Title II-A Director and Superintendent will meet with principals and non-HiQ teachers in March to review their progress toward meeting qualifications to be considered highly qualified and make recommendations based on that progress.

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.**

LEA Narrative Description 19: A curriculum/data specialist and instructional support specialist are provided at the elementary and middle/high schools to assist in analyzing data. The data is then disseminated to teachers so that individual instructional needs of students can be met. Data analysis provides a venue to meet the needs of all students such as gifted, special education, remedial, Migrant, ESOL, etc. Furthermore, the SLDS is available to teachers to acquire immediate student assessment results. The curriculum/data & instructional specialists provide individual and small group ongoing professional learning to enhance instructional abilities of all teachers. The Reading First grant provided a structure that was research-based to enrich the learning of students. It provided intervention strategies to assist struggling readers early in their reading instruction. Teachers are receiving ongoing intensive professional learning opportunities. The instructional support specialist follows-up on the strategies taught during professional learning. HMH Journeys is the reading program which is currently implemented in grades K-8.

All ELA and Math teachers participated in the CCGPS/GSE state webinars. Additional training was provided by Heart of Georgia RESA during the summer and will continue throughout the year. Selected middle/high teachers participated in the Mathematics Design Collaborative (MDC) and Literacy Design Collaborative (LDC) during FY16. This training will be extended to other teachers during FY17. The instructional coaches have trained all teachers on the use of Learning Village and GeorgiaStandards.org which provides an abundance of resources to be utilized for CCGPS/GSE instruction. Teachers will also receive training regarding the integration of the Teacher Resources Link (TRL) provided via the SLDS portal. The TRL provides an abundance of online instructional resources which are directly correlated to the GPS/CCGPS/GSE.

The RT3 Grant and other Federal programs have provided additional technology in the classrooms and professional learning opportunities for selected staff.

In order to meeting the needs of the diverse population of students, an assessment of teachers' abilities in the area of their certification, classroom management, differentiated instruction, and/or other professional development areas will be determined through individual observations and conferences with the school administrators. Teachers will also be able to express their own concerns through a locally developed staff survey. Professional Learning Communities has become a part of faculty development through involvement in the Comprehensive School Reform at the high school and the Reading First initiative at the elementary school. Teachers in need of professional learning will be provided the opportunity with the assistance of the school Instructional Specialists and the system Professional Learning Coordinator. All professional training received by system personnel is documented electronically via an online portal, printed annually, filed and reported to the PSC.

Professional learning will be provided via Edviate and face-to-face on meeting the instructional needs of Diverse Learners. In order to improve student behavior, professional learning will be provided to enhance the implementation of PBIS. Also, administrators will participate in professional learning on implementing effective discipline programs in schools. The professional learning will be face to face and provided by HGRESA, or other outside consultants as well as via leadership conferences and networking with other administrators. The data support specialists will provide guidance in the effective use of data and assessments to improve to improve classroom practice and student learning. The technology specialist and the media specialist will continue to provide training to faculty and staff to ensure that they remain technology literate. Selected individuals will participate in the out of district technology professional learning. Parent workshops will be provided to parents/guardians periodically throughout the year so that they will become more involved in their child's education.

The ESOL teacher attends the annual ESOL teacher's Conference each year. The conference is funded through the Title III consortium. Furthermore, the Title III director attends the Annual Title III Director's Conference if scheduling allows; this is also funded through the Title III Consortium.

General educators take part in all IEP meetings and help develop goals for each child. When a student with a disability is evaluated, the school psychologist explains all test results to the team, as well as suggestions for specific needs.

Training will be provided by Redcat Classroom Amplification Systems and by other resource/software providers this year. Additional training will be provided to a director trained as a trainer in Crisis Prevention Institute (CPI). SEMSTRACKER training for RTI will continue.

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.

LEA Narrative Description 20: Annually each teacher in Treutlen County Schools participates in identifying needs for their school/grade level through a Needs Assessment inventory.

Professional learning surveys are distributed annually to paraprofessionals, teachers, and administrators. Individual principals then utilize this information to direct professional learning needs for the school year. The school develops their plan; the schools together develop the system plan along with the all federal program coordinators.

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.

LEA Narrative Description 21: Title IIA funds are coordinated with Title I, Part A, Title III Consortium, and Professional Learning funds to provide professional learning activities for administrators and teachers. The professional learning activities fall into several different categories. 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: CCGPS/GSE, Edgenuity, and Reading First b. Induction: New teacher orientation, CCGPS/GSE, teacher academies, coaching, effective instructional practices, classroom management, diversity & differentiation of instruction, Teacher Keys Effectiveness System, Assessment & Data Driven Instruction, Code of Ethics, RTI, SST, & IEP's, Effective Parent/Teacher Conferences c. Specific content classes: CCGPS/GSE, Differentiated Instruction, _Diebels, Reading First , GOFARS d. Specific Teacher Needs: Differentiated Instruction, Coaching, Inclusion, Classroom Management, e. Technology: SmartBoards/Promethean Boards, Chrome Books , Edgenuity, Flex Cams, Copy Machine Teacher Assistant, Soft Docs, Timeforce, Practical Instructional Uses, content specific areas, Edivate topics, Infinite Campus, SLDS, CCRPI and TRL. These professional learning activities are supplemental and follow the guidelines of federal programs.

A needs assessment survey is utilized annually in the spring to develop professional learning needs of teachers, paraprofessionals, and administrators for the upcoming year. Approximately 75% of the professional learning opportunities offered during 2015-2016 were scientifically based (high-impact) activities. Approximately 75% of the core-content teachers participated in at least one high-impact professional learning activity during FY16.

All teachers and administrators will participate in the Rigor training provided by Dr. Barbara Blackburn in FY17. Selected teachers and administrators will receive training in Classroom Management, Differentiation of Instruction, writing across the curriculum, meeting the needs of diverse learners – including Gifted and ESOL endorsements, DBQ project, PBIS, web-based product implementation (Edivate, Read 180, iReady, Write Score), GACE support, GaTAPP coursework, TKES re-credentialing, and Depth Of Knowledge. The professional learning for administrators and core-academic content area teachers will be funded with Title II-A and Title I-A. Professional learning for Non-Core academic content area teachers will be paid via professional learning funds.

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.

LEA Narrative Description 22: During the fall of each year private schools with students who are residents of Treutlen County are contacted by mail. They are given the opportunity to consult with the Title I coordinator to plan for needed services.

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.

LEA Narrative Description 23: I. LEA Process for updating test data and other information about student needs: Treutlen County school district receives updated test data and other information about student needs through the GaDOE portal. The LEA examines and analyzes the data. II. Steps LEA will take to evaluate progress toward meeting CLIP goals: The LEA analyzes historical data to compare current progress to past performance in order to determine whether or not benchmarks toward CLIP goals were met. III. How does the LEA determine changes that need to be made to the plan The LEA identifies trends in specific content areas, subgroups, and other student information. The district identifies system/school strengths and opportunities for growth. Changes made to the plan. i. LEA will then compare current implementation plan strategies for effectiveness. ii. Revise plan as needed IV. How LEA will share results with schools. Superintendent shares system level results in school administrative staff meeting and at

school level meetings; Establish Data rooms to provide visuals to monitor progress; Additional Information for conducting reviews and revision of CLIP annually; Review participants' evaluation from professional learning activities; Analysis of state mandated assessment results; Review of indicators such as DIBELS, or other benchmarks; Review students grades at progress report time; Review student records to determine on track status toward graduation; Review staff survey, parent and student surveys; Establish Data rooms to provide visuals to monitor process; Review LoTi (teacher survey of technology integration); Monitor teacher and paraprofessional high quality report; Receive input from schools' professional learning advisory committee; Analyze Safe and Drug Free Schools data; GSSP review provided by the state department SACS/Georgia accreditation review.

Parents are invited to participate in the revision of the CLIP during the summer prior to the Annual Title I Meeting held during the fall of each year. a copy of the CLIP is placed on the school website and opportunities are extended to parents to provide feedback. Parents are also extended the opportunity to make revisions recommendations for the CLIP during PTO meetings and School Council Meetings.

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.

LEA Narrative Description 24:

Treutlen County School district uses the Occupational Survey provided by the MEP coordinator to identify migrant students. Currently, we have less than 1% students who qualify as migrant students. The system liaison makes contact with each migrant family to determine case by case needs. Migrant students are 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. Additionally, specific activities to address the needs of migrant families are provided as needed. Such activities may include informing children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services. The DOE TransAct program is used for translation as well as a private consultant when needed. Parents are presented information on ESOL, special education, gifted, and other educational 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 the County Extension office may be involved. In addition to local resources, the district will coordinate with the MEP Consortium Staff at Abraham Baldwin Agricultural College (ABAC) to provide services to eligible migrant participants.

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.

LEA Narrative Description 25: Treutlen County school system has procedures in place to provide a timely transfer of school records for all students. The process begins as soon as the parent/guardian provides the school with a formal signed release or by request from the receiving school. Records are faxed to the receiving school. A hard copy is then sent through US mail in a timely manner that will not exceed more than ten calendar days. The system also has a process in place for translation and evaluation of transcripts for Hispanics and other international students. We utilize Transact and a private consultant to facilitate the translation or evaluation of transcripts for ESOL students.

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.

LEA Narrative Description 26: Identification of migrant students is a part of the regular registration process. The Occupation Survey, which is provided by the migrant education agency, is included in the registration packet for all registering students. Staff members responsible for identifying and recruiting migrant families are trained using the most current available resources. A copy of the occupational survey is faxed to the GaDOE MEP Regional Office 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 identified families and children.

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.

LEA Narrative Description 27: Activities for planning: During School Improvement process, student data such as Georgia Milestones scores are reviewed. Faculty and leadership personnel will have the opportunity to provide input. Others on the school improvement review team will assist in making decisions on programs to implement (including Title III A). They will also help decide how these special projects will be funded. The school/system utilizes different sources of funding and combines resources to deliver special projects/programs and on-site professional learning opportunities that support innovative and school based reform efforts. The system/school evaluates research based-programs annually to determine if they are meeting their stated goals. Evaluation results are presented to faculty along with other assessment data. All programs serving Title III A students are presented in the least restrictive manner possible and with comparable facilities and materials to those used for non-LEP students. Title IV resources and a resource list of Title IV instructional materials are maintained at the District Level and the list is available upon request to be shared with other Districts.

Best practices are supported through VI-B provision of professional development, resources for best practice, and materials needed. These best practices are discussed and emphasized in monthly meetings

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.

LEA Narrative Description 28: All teachers have a PC and/or notebook computer in their rooms for their use and some have between one to five other units for students to use. Classrooms will be upgraded as needed and as funding is available to provide for 5 network computers per classroom. Each school has access to at least one portable notebook cart that contains 20 computers/chromebooks. Each school will be equipped with a multi-media projector, electronic white board. Some classrooms are equipped with a flatbed scanner, digital camera, flex cam and/or CD writer. All schools have academic computer labs. Each teacher will be issued a networked laptop computer with WAN and internet access and a modem. These laptops will be used for administrative, instructional, and professional development purposes at and away from school. The school system will continue to provide appropriate technology hardware, training, and software to accommodate all students and staff with disabilities. The school system will continue to investigate and implement applications of Internet lessons and online instructional material delivery, web-based testing and data collection, and e-mail based feedback to students. Treutlen County Schools will utilize best practices in educational technology to facilitate replication to all classrooms as teachers learn how to most effectively leverage the technology to enhance learning. . Students will utilize classroom-based technology, Internet resources, and distance learning systems to access, exchange, compile, analyze, and synthesize information. The media specialist and technology director maintain an inventory which tracks the number and age of all the technology in the system. This sheet is periodically reviewed but

particular attention is paid to it during the formation of the budget. Care is taken to ensure that technology needs are met throughout the system.

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.

LEA Narrative Description 29: We continue to apply for E-Rate funding each year. We will also be participating in the 7MM grant. 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.

30. Title II, Part D **Not applicable for FY17**

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.

31. Title II, Part D **Not applicable for FY17**

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).