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Parents:

Please review the following draft and email comments to

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### LEA Consolidated Application

**District Code:** 730      **District Name:** Talbot County  
**Fiscal Year:** 2012

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### Plan Descriptors

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

**1. Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A and Part D; Title III; Title IV; Title V, Part A; 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.

Meetings and Georgia Standards for school Performance Implementation assessments were held throughout the 2010-2011 school years that focused on pertinent research in curriculum and instruction including subtest analysis of test results. An extensive analysis of strengths and weaknesses in all facets of the school's educational practices were studied with the goal of improving student achievement and test scores across all demographic groups. Student data from state assessments results (CRCT, Writing Assessments, EOCTs, GHSGTs, ITBS, GKIDS) is disaggregated. Grade level and/or content area teachers and administrators collaborate to analyze data to determine learning priorities for the school improvement plan. Checklists for eligibility in the Early Intervention Program (EIP), DRA Test for monitoring student in EIP, and an initial assessment is used to identify student with needs followed by a comprehensive psychological assessment. The system does evaluate special needs students every three years and whenever needed.

In addition, LEP students (Talbot County School system does not have LEP students) will be assessed as determined by state guidelines which currently require

administration of the Language Assessment Battery (LAB) and a norm-referenced reading test. Areas of weakness will be identified and remediated based upon the results of the above assessments. State guidelines for testing LEP students will be followed.

Priority services will be given to Migrant children (Talbot county School System does not have Migrant children) who are failing, or most at risk of failing, to meeting the state's challenging academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. Both of these conditions must exist simultaneously for a migrant child to have priority for services.

The Curriculum Director, School Administration, Academic Coaches, RESA and State Support team, Grade level and/or content area teachers collaborate to disaggregate and analyze data to determine learning priorities for the school improvement team. The Superintendent or Instruction and school administration present these results to the School Board, teachers/staff, parent and community. Professional learning workshops for faculty/staff members are test results driven. The System Five-Year Strategies Plan includes the following: Academic performance of all students will improve. Reduce the achievement gap on the GHSGHT between regular students and special needs students. 100% compliance with No Child Left Behind 100% of all third graders will read at grade level. Increase by 5% students meeting or exceeding the state passing score on all sections of the Georgia CRCT. Increase percentage of students taking Advanced Placement courses. Decrease the retention rate for black students. Improve academic skills of at-risk students. See the table below of targeted needs: Target for Strategic Plan Goals Goal 1 Improve Academic Achievement 2006-2007 2007-2008 2008-2009 2009-2010 2010-2011 1 of 1- 1% 1 of 1-2% 1 of 1- 3% 1 of 1- 4% 1 of 1- 5% 1 of 1- 6% Objective Meet AYP for School/System 2006-2007 2007-2008 2008-2009 2009-2010 2010-2011 1 of 1- 1% 1 of 1-2% 1 of 1- 3% 1 of 1- 4% 1 of 1- 5% 1 of 1-6 % Objective Increase percentage of third graders reading at grade level. 2006-2007 2007-2008 2008-2009 2009-2010 2010-2011 88% 96% 97.1% 98% 98.1% 98.2% Objective Increase percentage of students meeting or exceeding state passing score on GA CRCT Reading by 5 points 2006-2007 2007-2008 2008-2009 2009-2010

2010 -2011 4th 67% 72% 77% 82% 87% 92% 6th 70% 75% 80% 85% 90% 95% 8th  
 74% 79% 84% 89% 94% 99% Objective Increase the percentage by 5 % of students  
 meeting or exceeding the state passing score on all sections of GA CRCT Math 2006-  
 2007 2007-2008 2008-2009 2009-2010 2010-2011 4th 67% 72% 77% 82% 87% 92%  
 6th 70% 75% 80% 85% 90% 95% 8th 74% 79% 84% 89% 94% 99% Lang. Arts  
 2006-2007 2007-2008 4th 33% 38% 43% 48% 53% 58% 6th 50% 55% 60% 65% 70%  
 75% 8th 48% 53% 58% 64% 69% 74% Objective Increase the percentage by 5 % of  
 students meeting or exceeding the state passing score on all sections of GA CRCT  
 (continued) Social St. 2006-2007 2007-2008 2008-2009 2009-2010 2010-2011 4th  
 61% 66% 71% 76% 81% 86% 6th 59% 64% 69% 74% 79% 84% 8th 66% 71% 76%  
 83% 88% 93% Science 2006-2007 2007-2008 2008-2009 2009-2010 2010-2011 4th  
 56% 61% 66% 71% 76% 83% 6th 65% 70% 75% 80% 85% 90% 8th 48% 53% 58%  
 63% 68% 83% This information will be updated each school year and added to the  
 system website at [www.talbot.k12.ga.us](http://www.talbot.k12.ga.us). These goals from the Strategies Five-year  
 Plan are in effect until winter of 2010. At that time the system will review and revise  
 the Strategic Plan and goals. CRCT Testing Test data is disaggregated in a variety of  
 ways including by grades, by subgroups and by curriculum areas. This data is shared to  
 all the stakeholders: school, parents and community. Needs of subgroups, grade levels,  
 and school are addressed by the teaching staff. This information will be updated each  
 year and added to the system website at [www.talbot.k12.ga.us](http://www.talbot.k12.ga.us). School Safety Students'  
 academic assessment data, school attendance, discipline information on student and  
 staff infractions, and safety issues will be analyzed each year to determine how to  
 address student needs with regard to safety, drug awareness, violence awareness,  
 bullying awareness, peer mediation and conflict resolution. In addition to the preceding  
 data, surveys for students, staff, and parents will be administered in each spring to  
 determine safety concerns, frequency and type of safety related incidents, frequency  
 and type of drug and tobacco related incidents and evaluation of the system's overall  
 strategies to determine how to address safety, drug and violence issues. Based on the  
 analysis of data using the 2010-2011 state assessments, Dibels, PBVT, Star Math,  
 improvement occurred in the Language Arts and Reading content areas for all grades

and noticeable declining improvement in math in grades 4, 8 and 11th in 2010-2011 and grades 4 and 6 in 2010-2011. The test data show a slight decline in Language Arts and Reading in grade 5 and 11 due to the new tests. Test scores were also disaggregated to determine how well subgroups were performing. Improvement in overall student achievement has occurred between 2009-2011. However, these gains are below what is desired and not consistent across the last three years and the subgroup populations. Although the performance of Black students has improved significantly over the past three years (2009-2011), this group of student has continued to score below the performance of white students. Efforts will continue to target decreasing the gap between white and black students. The subgroup with the most noticeable gap in achievement is the students with disabilities. Research and further analyses of strategies to meet the needs of this subgroup will be essential to improvement of student performance. The School Improvement plan must address strategies to meet the academic needs of all students in the school. Each student will have individualized checklists that correlate the GPS/QCC objective. These checklists will be updated indicating the level or exposure/mastery of the skill for each student on an ongoing basis throughout the year. Individual student progress will be monitored by the classroom teacher. The result of all academic assessments will be shared with students and parents at conferences and/or through reports sent home. Public dissemination will be through public media systems (newspaper). Assessment results are used to guide instruction, to guide support services, and to determine flexible grouping patterns. Assessment information will be communicated to LEP families by two bilingual community/liaisons who work in the neighboring county. When a migratory student enters Central Elem. /High School, that student is evaluated using a core reading and math test. Analysis of the student's permanent record, past CRCT scores, and report card grades combined with the results of the core placement tests provide information about the student's academic strengths and needs. This information allows the school to provide classroom remediation or acceleration, as well as additional support through individualized math and reading instruction. The Direct Instruction reading model, manipulative materials, and Internet linked computers with math software and

educational sites are available to teachers to assist with remediation or acceleration as needed. Any student who experiences difficulty mastering the academic achievement standards of the school is provided with effective and timely additional assistance through after school supplemental services and SST support. Special needs students' academic needs will be assessed based on the individual education program for each student.

(Title II, Part A equity plan is embedded. See the following descriptors: #9,18 - Retention, Class size: # 18- Teacher Quality, Teacher Experience, Recruitment: #1,19,20,21 -Meeting Diverse Student Needs; and #15,20 -Stakeholder Involvement  
2008 Title II, Part A Annual Needs Assessment and Data Sources

During Spring semester of 2010-2011, the Talbot County School System also conducted an annual needs assessment for the purpose of determining the needs of the system related to Title II. The data sources used to collect data include but are not limited to standardized tests, benchmarks, surveys, and PSC website data, teacher evaluations, and staff development evaluations.

Part A: Improving Teacher Quality addressing the following:

1. Teachers assigned to teach a core subject(s) but do not meet requirements for being "highly qualified" in the subject.

**Teachers Assigned to Teach a Core subject, but Do not meet Requirements for being "Highly Qualified in the Subject.**

**Sources:** Personnel Director, Principals, Curriculum Director, Title II, Part A Coordinator, GaDOE School Improvement Specialist, RESA School Improvement Specialist, and Superintendent will review teachers' certification, HiQ Data, GACE results, GaTAPP candidates status. **Remediation:** Assessment Results-Based on 2010-2011 HiQ data 97.1 % of teachers are highly qualified. All teaching in field the entire day. Two teachers are enrolled in GaTAPP and have IT certificates. They are scheduled to retake the GACE in September. All first year teachers to the system hired at the June 21, 2011 Board meeting are highly qualified. The two rehired teachers that have IT certificates are still enrolled in GaTAPP and are scheduled to take the GACE.

**Remediation:** Reassign teachers according to certification; enroll teachers in GaTAPP; register teachers for GACE content tests. Remediation plans will be developed by the principal and Title II, Part A Coordinator for the non-HiQ teachers who were rehired and signed by all the above. Specific action for the NT certification teachers is to take the GACE to be completed FY2012 school year, be monitored by the principal and signed by the teacher and principal.

**Monitor Sources-** Principals, Personnel/Professional Development Director and Title II, Part A Coordinator will monitor progress in GaTAPP. RESA GaTAPP coordinator shares progress to System Title II, Part A Coordinator and principals of each intern

throughout the year. GACE's school Coordinator receives test data from the test administration each time teachers take tests and shares results with principal and teachers. Teachers are required to register for next administration. Letters will be immediately sent to parents notifying them that his/her child is assigned to or being taught by a teacher in a core academic subject who is not highly qualified for four or more consecutive weeks. Methods for notifying parents that they may request information regarding the professional qualifications of their child's teacher, teacher/paraprofessional will include the following: newspapers, handbook, via mail, school website, parental involvement meetings and PTA meetings.

2. Paraprofessional who teach in Title I schools and do not meet requirements for being "highly qualified".

**Paraprofessionals Who Teach in Title I schools and Do Not Meet Requirements for being "highly qualified"**

**Stakeholders: Sources: Assessment Results:** Title I, Title II, Part A, Personnel/Curriculum Directors, DOE and RESA, School Improvement Specialists and Superintendent will review certification of all paraprofessionals via certificate and HiQ site. (New paraprofessionals were not hired for FY2012).

**Remediation Plan:** Non-HiQ paraprofessionals will take GACE or enroll in technical school or college. Monitored by: Personnel Director, Title II, Part A Coordinator and principals. The same named sources will monitor progress of being HiQ and remediation plans will be signed by all including the paraprofessional. Completion data June, 2012. (ETA site reports all paraprofessional are highly qualified).

3. Title II-A needs to support Title I AYP academic concerns/targets.

**Title II-A Needs to Support Title I AYP Academic Concerns/Target Groups(SWD, CRCT-Math, Reading, GHS GT, EOCT, Disadvantaged Students)**

**Sources:** The administrators: Principals, Title I/Title II, Part A, Special Education/Curriculum/Professional Development Director, DOE & RESA School Improvement Specialists, Coaches (Literacy and Math) teachers, paraprofessional, students, parents and counselor will use all state mandated assessments (CRCT, GHS GT, EOCT) student record data (attendance, graduation rate) and AYP data along with Dibels and local assessments-nine weeks/final exams, and IEP completions as sources of the needs assessment process to focus on academic concerns/target groups.

**Needs Assessment Results:** The assessment results indicated the school is in needs of improvement in the area of math for all students in grades 1-12 including students with disabilities.

**Remediation Plan:** Analyze Math test data for each student and plan instruction accordingly. Math coaches for grades 1-5 and 6-12 are needed to assist teachers in the improvement of math scores. Monitors will include the Design team composed of the following: Math Coaches, Principals, DOE and RESA School Improvement Specialists, Curriculum Directors, Title I and Title II-A Coordinators, community leaders, parents, teachers and Special Education Director, counselors, and Literacy Coaches. Title II, Part A funds will provide assistance to teachers, students, parents, administrators regarding instructional strategies that enhance and maximize learning

opportunities for students. Language Arts for all students has improved; however, improvement needs to be continued. Implementing Reading First and America's Choice programs with a recommendation for a 6-12 literacy coach and 6-12 math coach. High School That Work, a research and data driven school improvement initiative of the Southern Regional Education Board designed to assist high schools in improving the academic and technical performance and post-high school placement of secondary students will be implemented. The goals of this program are to raise the math, science, communications, problem solving and technical achievement of Georgia students to the national average or above, to improve the CTAE Program through the integration and support of all academic core areas, to access CTAE academic projects, technology and Bridge Building (embedding mathematics in CTAE & Science), reading comprehension and internet skills, embedding math, science, and language arts in agriculture and business, to improve basic skills through instructional relevance, more staff communication, up-dated resources, and curriculum flexibility across subjects and grade levels. (**Funds Source:** Title I ARRA funds were suggested as a result of the needs assessment results for grades 6-12; regular Title II, A funds for grades 1-5, for Math was also suggested; Literacy- 1-5 grades- Reading First and 6-12 Title I, Part A, ARRA funds were suggested.)

4. Professional learning/training (including meeting diverse student needs).

**Professional Learning/Training (including meeting diverse student needs):**

**Stakeholders:** Title I, Title II, Part A, Curriculum, Special Education, Professional Development Director, Principals, teachers, paraprofessionals, students, parents, DOE & RESA School Improvement Specialists, Personnel Director, business community, Superintendent.

**Sources:** Surveys, HiQ Site data (HiQ Teachers' and paraprofessionals' certification), test data (AYP, CRCT, GHSGT, Dibels, GKIDS, IEPs and local assessments and AYP academic concerns/target groups concerns-SWD) results are focuses for the Title II, Part A funds to be used for professional learning/training.

**Remediation Plan:** 1. See assessed needs #1.

GACE remediation before re-test; Purchase guides and registrations for future GACE administration.

GaTAPP Interns: Continued GaTAPP instruction and success throughout program.

Title II, Part A Coordinator and administration will monitor progress.

**Funds:** Title II, Part A- GACE and GaTAPP instructions fees; GACE materials and registration.

**Meeting Diverse Needs of Students:** Subgroup scores were analyzed by the Design Team to determine if teachers understand how to design lessons specifically to the needs of the group. Principals and the Design team will check lesson plans weekly and also make weekly focus walks to monitor implementation.

**Teacher Training to Meet to meet Diverse Student Needs:** All teachers have been trained to meet the diverse needs of students. However, there is a need for on-going training. Our teachers were most recently trained last year in meeting the diverse needs of students under the Rubye Paine diverse training series. Differentiated instruction

workshops were held in the district help teachers address the different learning style of diverse students.

5. Recruitment needs.

**Recruitment Needs/Sources:** Recruitment needs are determined by school administrators and personnel director based on retirement, student growth at grade levels, teachers leaving the system, core subjects teachers, AYP Content Sources: FTE data (class size), ETA site (retention), HiQ site (HiQ teachers for core subjects), State AYP achievement results (Math, Reading/Lang. Arts, SWD). The tools for recruitment are the results of all of the above plus principal, curriculum director, State DOE & RESA School Improvement Specialists, Design Team, Superintendent input.

**Recruitment plan:** Hold job fairs, attend recruitment day at colleges and universities. Personnel Director and Principals – Title II, A and local funds will be used to offer bonuses and moving expenses.

6. Private school professional development needs, if applicable.

**Private School Professional Development Needs, If Applicable:** There are no private schools in Talbot County

7. Equitable opportunities for all students in the areas of teacher quality, teacher experience and class size (if applicable).

**Equitable Opportunities for all Students in the Areas of Teacher Quality, Teacher Experience and Class Size (if applicable).**

**Sources:** Equitable data source: ETA site for HiQ-2; Title II, Part A and Equity Need Surveys for Teachers, Paraprofessional and Leadership personnel, FTE Data to determine class size.

**Action Plan to Address Recruitment and Retention of Experienced Teachers**

1. Fund high-quality induction experiences for all new teachers and principals, including those who enter the profession through alternative routes. Three years of structured mentoring designed to support teachers and principals.
2. Mentoring training will be provided to experienced teachers to assist them in mentoring entry-year teachers.
3. Incentives and rewards will be provided to highly qualified, experienced teachers to encourage teachers to stay. (Funds: Local and Title II, Part A.
4. Collect data on the number of teachers changing positions within the district, moving to other districts or into administration, or leaving the profession; conduct exit interviews to identify the factors influencing teacher mobility. Procedures to ensure that no student will receive and inexperienced, ineffective teacher two years in a row.

**Sources:** Principals, Title II-A Coordinator will review and monitor the following:

1. Teacher Evaluation
2. Student Achievement Data
3. Failure Rate on State Mandated Tests to determine a teacher's effectiveness. A teacher would be considered effective if two of the three determinates are met. If students were taught by an ineffective teachers, students would be assigned to teachers measured as being effective.

**Action Plan to Address Identified Inequities in Class Size:** Will be resolved via waiver for Central Elem./High (We only have 1 school).

**8. Parent Input for School Quality and Improvement: Source- Surveys.**

**9. Test Data Results: State Test Data: Source:** Results from State test data (CRCT, GHS GT, GKID, EOCT)

**Results of Needs Assessment data/resources- Resources:** Surveys, HiQ Site, FTE Data, Certifications of teachers/ paraprofessionals(PSC), AYP, SWD and Disadvantage results, resignation letters, AYP test data, achievement results, principals and superintendent recommendations, personnel and Title II, Part A, Title I, Curriculum, Professional Learning Director, Design Team, State DOE and RESA School Improvement Specialists, Parents, Teachers, students, paraprofessional, business community.

2008-2009 HiQ data reports 94.3% of teachers assigned to teach core subjects are highly qualified and 100% of the system's paraprofessionals are "highly qualified". The school system is in needs of improvement in the area of math for all students in grades 1-12 including students with disabilities; therefore, hiring a math coach is one of the recruitment priorities using Title II, Part A funds to provide assistance to students; parents, teachers and administrators regarding instructional strategies that will enhance and maximize learning opportunities for students. Language Arts for all students has improved; however, improvement needs to be continued. Implementing Reading First and American's Choice programs were suggested as a result of the needs assessment results. Hiring a Literacy Coach, grade 6-12 is needed.

**Professional Learning/Training Needs**

- Disaggregation and using test data (Planning for Improvement)
- America's Choice Literacy and Math Training
- Reading First Implementation
- Co-teaching for regular and Special needs teachers
- Ruby Payne: A Framework for Understanding and Working with Students and Adults from Poverty.

Needs Assessment Data Resources: Parent, Teacher, Paraprofessionals, Student, Administrator Surveys and Test Data

## Title II-A Prioritized Needs

- Non- HiQ Teachers will take/retake GACE
- Hiring- Math Coach
- Provide targeted professional learning activities
- Student Diversity Training
- Math and Lang. Arts deficiencies- CRCT & GHSGT (not on AYP list)

The administrators (Curriculum and Personnel Directors) continuously monitor the distribution pattern of the system's teachers to ensure that poor and minority students are not being taught at higher rates than other children by inexperienced, unqualified and out-of- field teachers.

Comparing the FY 06-07 Equity Data and the FY 2007-2008 data (see attachment A), the following observation was concluded: The average years of experience of Talbot County School System teachers have improved by .07%; low-level experience has declined 4.2%; mid-level experience increased 3.9%; high-level experience increased 9.4% and experience continuity increased 0.22%.

One hundred percent of highly qualified teachers is our goal and we would like to keep this goal . The system's goal is 100%, a highly qualified teacher in every classroom for every student- regardless of race or ethnicity, socio-economic status, gender, disability or English language proficiency. To meet and keep this goal, the system will provide free online courses and college and university workshops in the core subjects of mathematics, science, language arts/reading and social studies for regular and special education teachers to become highly qualified

Results of Needs Assessment: Needs Assessment data resources- Surveys (administrators, parents, students, teachers, paraprofessionals, community leaders and State Test Data) Ninety-four 94.3%percent of teachers assigned to teach core subjects are "highly qualified" and 100% of the system's paraprofessional are "highly qualified".

The school system is in needs of improvement in the area of math for all students in grades 1-12 including students with disabilities; therefore hiring a math coach is the number one recruitment priority to provide assistance to students, parents, teachers and administrators regarding instructional strategies that will enhance and maximize learning opportunities for students. Language Arts for all students has improved; however, improvement needs to be continued. Implementing Reading First and America's Choice programs were suggested as a result of the needs assessment as well as a Language Arts coach for grades 6-12.

Professional learning/training needs:

- Disaggregating and using test data
- America's Choice Literacy and math training
- Reading First Implementation
- Co-teaching for regular and Special needs teachers
- Ruby Payne: A Framework for Understanding and Working with Students and Adults from Poverty

There are no private schools in Talbot County nor is there a need for class size reduction due to the declining student population. There is no single solution to the equitable distribution of the best teachers in Talbot County. The system is located in a very rural area with one school (K-12) with a total student population of 683 656. The K-7 3-7 classes have three teachers per grade with two teachers in grade eight. High School grades 9-12 have two teachers per core subjects. Why we do not have the best and brightest teachers is because of the surrounding systems of Harris and Muscogee Counties and our rural location. Most teachers come and stay for one or two years to complete certification requirements and leave. The system is unable to pay supplement offered in our outlying systems.

The system conducted a comprehensive review of the distribution of veteran (more than 5 years) teachers in grades K-3, 4-5, 6-8 and high schools. The results were inclusive because of retention. Of the K-8 teachers the following results were concluded: There is one are no veteran teachers for Kindergarten; zero for grade 1; 1 new for grade 2, two for grade 2, and three 2 for grade 3. In grades 4-8 there is one veteran teacher per grade. High School is more of the same. There is one veteran teacher in science, social studies, language arts and math. Two teachers are in the GA TAPP in middle school(Language Arts, Math). All paraprofessional are highly qualified. ( See HQi data attachment B).

To more equitably distribute and retain the best and brightest teachers, Talbot County has developed the Teacher Equity Plan under the umbrella that all teachers have access to a lifelong resource system from the time they enter teaching until they retire.

Element 1: Data and Reporting Systems

Element 2: Teacher Preparation

Element 3: Out-of-Field Teaching

Element 4: Recruitment and Retention of Experienced Teachers

Element 5: Professional Learning

Element 6: Specialized Knowledge and Skills

Element 7: Working Conditions

Element 8: New Compensation Systems

Element 9: Policy Coherence

#### Title II-A Prioritized Needs

- Non- HiQ Teachers will take/retake GACE
- Hiring- Math Coach
- Provide targeted professional learning activities
- Student Diversity Training
- Math and Lang. Arts deficiencies- CRCT & GHSGT (not on AYP list)

Continuously monitor the distribution pattern of the system's teachers to ensure that poor and minority students are not being taught at higher rates than other children by inexperienced, unqualified and out-of- field teachers.

Talbot County School System has assessed teacher experience as its primary equity need and focus for FY2011-FY2012.

#### **Is Plan Descriptor Revised?**

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

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

- a. To determine the success of children in meeting the State student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards;
- b. To assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under applicable federal programs to meet State student achievement academic standards and do well in the local curriculum;
- c. To determine what revisions are needed to projects so that such children meet the State student academic achievement standards;

- d. To effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments;

The Talbot County School District uses a number of high quality academic assessments in addition to those identified by the state to determine students' success. Among currently used assessments for Talbot County are: Peabody Picture Vocabulary Test, Accelerated Math and Reading results, Star Reading and Math results, Developmental Reading Assessment (DRA), Dibels, System to Enhance Education Performance (STEEP), OAS website tests, teacher made tests and rubrics. These assessments are used in the following ways: (a) To determine success on standards and progress being made toward meeting standards, and to inform teachers, parents and students, (b) To assist in diagnosis, teaching and learning in the classroom (c) To determine what revisions are needed to projects (d) To identify students who have difficulty reading. Talbot County School System uses a number of high quality academic assessments in addition to those identified by the state to determining students' success: The school system uses the Home Language Survey for identifying limited English proficient student. • To determine success on standards and progress being made toward meeting standards, and to inform teachers, parents, and student. Some assessments used are benchmark tests, state required assessments, teacher made test, rubrics and computerized assessment. • To assist in diagnosis, teaching and learning in the classroom. Some assessments used are state required assessments, local or commercial tests and rubrics aligned to standards and curriculum and designed to access students' specific knowledge base, teacher made tests and rubrics and computerized assessments • To determine what revisions are needed to projects based on the results from the state required assessments, local or commercial tests and rubrics aligned to standard and curriculum and designed to access students' specific knowledge base, teacher made tests and rubrics, computerized assessments; • To identify student who have difficulty reading based on results from the following: a. state required assessments b. standardized and other commercially prepared screening and diagnostic instruments c. computerized assessments, stand alone, program integrated, and internet based, d. classroom-based instructional reading assessments and rubrics.

**Is Plan Descriptor Revised?**

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

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

The Talbot County School System will participate, if selected, in the State National Assessment of Educational Progress according to directions provided in the notification of selection package. Our school system will use the data along with other

data in the planning process to determine professional development focus, and revisions to instructional progress.

**Is Plan Descriptor Revised?**

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

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

The following strategies will be used to share system progress: (1) PTA meetings, (2) local newspaper, (3) monthly BOE meetings (4) Parent Technology Orientation Night, (5) School web site, and (6) Power ParentServer. Parents/community attend staff development in the use of software to support students' achievement of the QCC/GPS. Parents are invited to attend Accelerated Reader/Reading Counts night with their children where they read and take tests to assess reading comprehension. Our web site provides parents and the community access to information about academic requirements, classroom assignments and announcements. Our Student Information System provides parents with student academic, attendance and discipline information via the Internet with teacher/parent email capability. The new Student Information System, PowerSchool, was installed in the current year and has the capacity to allow teachers to access and work on student information anywhere that the Internet is available. In addition, the Talbot County Board of Education policy book is available to the community via the Internet. This document provides the community with additional information regarding the educational process of their student(s) and board policies. System members see computers and other technology in use in the entire school in all areas. Accurate and up-to-date information is available to all members at any time and at any place via Internet access.

**Is Plan Descriptor Revised?**

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

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

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

Data is disaggregated to allow teachers, school leadership and school improvement teams to identify which students need specific help to either meet or exceed standards. Currently we have no migrants or ELL students. Many strategies are used to ensure that the needs of disadvantaged and special needs students are identified and met. Some strategies include:

- Data Disaggregation: preplanning, during four early release days for student and curriculum meetings throughout the year.
- The Student Tracking Sheet is the vehicle for meshing data and using it to improve student progress.
- Safety net after school program for students in grades 4-12 are held twice a week beginning in August and ending in May.
- Two 5 day remediation sessions are held for students in grades 3-12 during intersession.
- After school in-home tutoring services are provided for all students who request such services.
- Summer remedial sessions are held for student in grades 3, 5,8,11 and 12 who have failed CRCT or GHSGT.
- Funds from Title I, 20 extra days and 4-8 Reading grants are pooled to support the after school, remediation sessions during intersession, in-home tutoring and summer remedial programs.
- The 21st Century Community grant will provide additional resources this year for after school and summer remediation or disadvantaged and special needs children and enrichment activities for those meeting or exceeding standards..
- America's Choice ramp-up 9th grade Math classes are for students who are designated as needing remediation.
- We will provide contractual services for a full-time ESOL teacher if needed.
- The Special Education lead teacher coordinates work among teachers in the school and the Central office. Special education teachers attend the same state and local training as regular education teachers and are included in all curriculum workshops. They are expected to use the same GPS units as their counterparts in regular education. We have increased the number of co-teach classrooms and whenever possible, keep the special needs students in the regular education classroom to ensure that they have the opportunity to learn the same material as other children.
- Extended Learning Time block is scheduled school wide for reading, language arts and writing.
- The system technology plan lays out the order in which teacher workstations and student computer terminals will be upgraded.
- We use Title I and II funds to reduce class size.
- OdysseyWare will be implemented at Central and the Alternative school to meet the many and varied needs of individual students.
- Funds from Title I School Improvement and Title I are pooled to fund NovaNet.
- Kurzweil 3000 is used for all students-including the at-risk, economically disadvantaged and special needs population.
- Funds from the Title I VIB are pooled to fund Kurzweil and scanners. Non English speaking students and parents would be provided translators if needed. TransAct will be used to translate NCLB documents.

To ensure that all students and teachers have increased access to technology, the LEA will purchase and install two modern Internet connected computers per classroom (4 classrooms yearly), media center computers will be replaced on the state recommended cycle, and will maintain the current inventory of peripherals of 1 data projector per school level (3), 1 printer per classroom (56) and 1 scanner per school level (3). The data network infrastructure will be maintained and supported by publishing an RFP as part of the E-rate process for LAN maintenance and upgrade of the DHCP server every three years and to provide data/video/VoIP infrastructure for new facilities.

**Is Plan Descriptor Revised?**

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

A description of the strategy the LEA will use to coordinate programs under Titles I, II, III, IV, V, 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.

Talbot County School System considers technology a tool as opposed to an end unto itself. For this reason, we try to include an element of technology in all of our professional learning opportunities and presentations. For example, we use PowerPoint, data projectors, lap tops, interactive boards, clickers and desktop computers as standard equipment in our training. High school students are offered credit recovery and initial credit courses using Georgia Virtual School Programs and OdysseyWare. Seven students took advantage of that opportunity in the 2005-2006 school year. There will be at least a 30% annual increase over the next three years. The Assistant Superintendent of Instruction and the Technology Specialist write and deliver professional learning. PowerPoint presentations using a data projector. Training is done in a PLU course format.

To provide help to our struggling readers and special needs students, training in using the program Kurzweil and related equipment was provided to our special needs teachers. Title I funds were utilized to purchase the online content courseware, OdysseWare, and provide professional development for special needs and regular teachers, administrators, pupil services personnel, parents, and paraprofessionals. Talbot County Schools have no students who qualify as LEP students.

**Is Plan Descriptor Revised?**

**7. Title II, Part D**

A description of how the LEA is addressing 8th grade technology literacy by including:

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

## **Tools and strategies defining technology literacy.**

As defined by Georgia Department of Education's Division of Instructional Technology, technology literacy is the ability of students to use the tools of their society with skill in an ethical, accurate, and insightful manner to meet the demands of the 21st Century workplace and world. This includes the ability to use appropriate technology responsibly to solve problems and to create knowledge and learning by (1) Accessing, (2) Managing, (3) Evaluating and Analyzing, (4) Integrating and Synthesizing, and (5) Communicating information.

**Tools: Georgia Department of Education's Technology Literacy Assessment Toolkit, GeorgiaStandards.org, GAPSS Keys to Quality Observation Checklists**

**Strategy** - Use of OAS 8<sup>th</sup> Grade Technology Literacy Assessment (<http://www.georgiaoas.org/>)

**Strategy**- Teacher designed Technology assignment assessment (may be rubric, checklist, etc.)

**Strategy**- Use of Keys to Quality checklists by administrators

## **Estimation of the students' school-based experience with developing technology skills and technology literacy at all grade levels.**

Student technology literacy experiences were based on surveys, classroom observation, checklists, project/software/textbook

assessment, ISTE standards embedded in online content digital resources (K to 8th Power Assessment) and the 8th Grade OAS

Technology Literacy Assessment. The technology committee determined from these assessments/ instruments that 20% of students in grades K-8 had strengths in these areas: (1) Uses basic research techniques, (2) Uses technology tools to create charts and graphs, (3) Uses telecommunication tools and online resources to correspond with students, and (4) Uses technology and telecommunications tools to locate, analyze,

synthesize, evaluate, apply and communicate information. In grades 9-12, 35% of the students had strengths in these areas in addition to those strengths for K-8: (1) Creates documents using most word processing functions (2) Uses basic design principles to effectively enhance communication, and (3) Creates and shares multimedia presentations.

Target areas by school level each year are:

- **2010 Grades K-8**

Applies word processing /desktop-publishing to facilitate the writing process.

Manages information with databases and spreadsheets.

Manipulates a variety of similar hardware and software

Demonstrates and advocates ethical and legal use of technology information.

**Grades 9-12**

Demonstrates appropriate and effective care and use of technology tools.

Creates documents using most desktop publishing functions.

- **2011 Grades K-8**

Identifies and uses technology tools to solve problems with teacher assistance.

Diagnoses and corrects a variety of common technology problems.

Creates, manages and utilizes information using database tools and applications.

Creates basic web pages.

**Grades 9-12**

Demonstrates the essential skills for understanding, using and managing technology tools.

Identifies uses of technology and how it changes and affects the lives of people.

- **2012 Grades K-8**

Uses brainstorming/webbing software in planning, organizing and prewriting with teacher guidance.

Creates, manages and utilizes information using spreadsheet tools and application.

**Grades 9-12**

Identifies open-ended, unresolved problems and selects and uses appropriate technological resources to develop solutions to problems.

**Tools and strategies the LEA is implementing to ensure that all students are technologically literate by end of 8<sup>th</sup> grade.**

**Tools: Three school level computer labs with appropriate software/ digital resources (examples: MS Office, specific content software or online subscription services, etc.)**

**21<sup>st</sup> Century technology equipment (ceiling mounted projectors, Smartboards (or similar devices), student response systems, student laptops)**

**Strategy-** Employment of elementary, middle and high school computer application/ technology teachers.

The LEA will implement computer lab/exploratory classes for students in grades K-12 to provide instruction in computer/technology literacy skills.

**Strategy:** Professional learning for technology integration.

**Strategy:** Use of Keys to Quality checklists by administrators during teacher evaluation observation for monitoring technology integration.

**Is Plan Descriptor Revised?**

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

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

Talbot County School System has a specific process for identifying, selecting and purchasing instructional materials. All materials are scientifically and/or evidence based practices with positive results. Central office approves major purchases after the school improvement/design team and education committee conduct a rigorous screening process on research-based and positive results of materials. When additional resources are identified, this team does research and visit other school systems using these resources. If the team is satisfied these resources would improve student achievement in our system, vendors are contacted for on-site demonstrations. We run a pilot of the program to ensure that it matches our technical platform and our instructional needs. In 2005-2006 we identified that a more rigorous instructional technology program is needed at Central Elem./High. For the FY2006-2007 school year we will be running pilots of two programs that seem to meet the needs of all of our students. Based on data gathered during the pilots, teachers will select the program that best fits the needs of all students. After purchasing materials or technology, an

extensive on-going, on-site training process/staff development is required. An informational training session for school improvement/design team, principal, assist. principal, coaches, Curriculum Director, Superintendent, Technology Specialist is held first. This is followed by an in-depth training for the above group and teachers. The trainers come back throughout the school year for on-going training. Trainers are e-mailed/phoned throughout the school year for questions or technical assistance. The instructional coaches and technology specialist 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 times meetings or scheduled coaches meeting with teachers. The NSDC standards for professional learning were adopted by the Talbot County Schools System during the 2001-2002 school year. A goal of creating a baseline of expected instructional expertise and vocabulary across the system that would support vertical and horizontal teaming that would in turn support student learning at all levels was established. Programs and trainer which matched our needs were identified. Programs were put in place and training for all certificated staff was on-going. IN 2002-2003 we started offering Learning Focused Schools training to all teachers. This was continued in 2003-2004 and in 2004-2005 we added Effective instructional Strategies for all teachers. Currently we have over 80-% of all staff trained in Learning Focused Schools and Effective Instructional Strategies due to teachers/staff leaving or retiring. In the 2006-2007 school year we will increase the number of classes taught to two classes taught per year and also concentrate on a job-embedded course for all teachers. These classes will involve on-going classrooms based mentoring and peer-coaching that concentrate on the application on Effective Instructional Strategies and Learning Focused Schools in the classroom level. Teachers who teach GPS subjects will also be expected to incorporate GPS strategies in the process. The example above addresses how we are raising student achievement by an increased focus on the instructional practices of all teachers. Specific content needs to be addressed are Science and Health teachers responsible for implementing the Principles of Effectiveness for Safe and Drug Free Schools who have been trained in specific research-based program including Choices, Mendez and Too Good for Drugs. Enrichment personnel will be trained on the Great Books (present teachers retired or left system) and will spend the 2006-2007 school year incorporating what they learned into the 8th grade ELS GPS units. We will be adding at least one AP class per year at the high school level because of Odysseyware. The 2009-2010 2010-2011 CRCT results clearly showed that we need to address our Social Studies curriculum in 8th grade which was the only grade to slip below state-wide averages. The process of examining the curriculum will be made easier because we will also be in Year 1 of Social Studies GPS implementation in grades 6-12. The area of greatest EOCT weakness is also Social studies which underscores the need for a thorough curriculum review.

To improve student technology literacy, a middle grades computer applications instructor was hired. This teacher uses the K to 8th technology literacy assessment tool, the Online Assessment System (OAS) and other technology related instructional practices to address student technology literacy needs. Based on the OAS technology

literacy assesment, our 8th grade students' technology literacy results improved from 25% to 65%.

**Is Plan Descriptor Revised?**

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

A description of how the LEA will use federal funds to coordinate and integrate services with other educational services at the LEA or individual school level such as:

- a. Technology, professional learning, curriculum, media, Title I, special education, and ELL programs;
- b. Even Start, Head Start, Reading First, Early Reading First, IDEA preschool, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs;
- c. Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

Talbot County School System has only one school and is constantly seeking opportunities to utilize and coordinate resources both in the school system and with the community. The population of at-risk children is served through several programs. Title I, state and system funds are used to serve children who are below expected achievement levels. Supplemental services for traditional underserved children and their families, including homeless and migratory children, are provided through system social workers, school counselors, and through other central County resources such as the Emergency Shelter, Talbot County Family Connection, the Department of Family and Children Services, the Homeless liaison, Juvenile Court Services and community after-school service providers. The school counselor coordinates these services to avoid fragmentation and overlap and to increase program effectiveness. There are no existing shelters or other facilities for homeless students located within the school system attendance area. Other students are identified if they meet the homeless criteria as outlined in the McKinney Act. This is done by clerical or administrative staff upon registration, or by counselors, teachers or system social workers during the school year. Title II funds are used to recruit Highly Qualified teachers and to retain them through Professional Development. Title I, IDEA and local funds are utilized to pay for needed math training as reflected in the School Improvement Plan. Title I funds are utilized to reduce the adult-student ratio and to support instructional grouping in the areas of reading and math in grades one through eight. The Direct Instructional program, funded by a coordination of funds (Reading First, Title I & IDEA), is the primary model to provide basic reading skills remediation and instruction for all children including ELL, migratory, immigrant and children with disabilities. Title II funds pay for teachers who work in reduced size classrooms (reduced class size is not needed because of the declining student enrollment based on the results of the needs

**assessment**). Student test results are used to determine weaknesses in curriculum and strategies that can, in turn, identify teacher training needs. All decisions on funding are driven by the school improvement goals. Integrated funds (state and local) also allow the school to ensure an extended day program is in place three afternoons weekly throughout the year for any student not meeting expected criteria. An extended year summer program (state and local funds) is provided for students not meeting expectations on the CRCT, or failing to meet grade level requirements in reading, language arts and/or math. Talbot County School system is working with other supplementary service providers such as Club Z! In-Home Tutoring to provide tutoring to students not meeting expectations on the CRCT and GHS GT. Title I funds are used to provide these services. The Pre-K Resource Coordinator, Counselors and administrators coordinate transition from grade to grade. Orientation meetings are held for parents to provide them with necessary information on curriculum. Title I Parental Involvement funds will be utilized for refreshments, transportation and child care at this activity. Throughout the spring, activities are conducted to assist students in making this transition. As an introductory activity, fifth grade students view a video prepared by middle school students. Every 5th grader participates in a welcome and introduction provided by the Counselor for the upcoming 6th graders. Transition from middle to high school is handled in a similar manner. The students shadow a high school student for two classes. Middle school students are assigned to exemplary high school students during the shadowing process. Mandatory orientation meetings are held with students and parents in order to register the student for 9th grade courses. Additional information about scheduling, extra-curricular activities and expectations are provided to the student and parent during this orientation.

**Is Plan Descriptor Revised?**

**10. Title IV**

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

The Talbot County School System completed the GSH II (Georgia School Health Survey II needs assessment) to determine the needs of students related to safety, drug abuse and violence, all of which are barriers to learning impacting student achievement. Documented areas of need include bullying and drugs based on the results of the spring GSHS. The Safe and Drug Free Schools Committee consists of members from the business community, police department, city government, Department of Family and Children Services, teachers, staff, students, parents and administrators. Based on results from the needs assessment survey and discipline reports, the following scientifically-based strategies and activities will be implemented: (1)Discipline: A Total Approach, (2)Too Good For Drugs, (3)Peacemakers: A

Violence Prevention Program, (4) Catch A Student Doing Good, (5) Skill Building through Character Education, (6) Conflict Resolution (7) Effective Communication, (8) talking, (9) substance abuse lesson/activities, and (10) Peacemaking activities (bullying, anger control, assertive behavior, violence). Strategies/Activities Evaluations of effectiveness will be based on the risk factors to be reduced or protective factors/assets to be increased at the end of the school year and surveys of the programs effectiveness will be given to students. The SDFS GSHSII will be conducted on an annual basis with data used to refine, improve and strengthen services for students and school personnel. The school system complies with the Principles of Effectiveness (POE) by selecting and implementing scientifically and/or evidence-based practices and products targeting assessed needs. These programs and activities meet the POE, based on assessment data and thereby assuring a safe/orderly and drug-free learning environment. The SDFS programs/activities referenced above are available to all students including those in alternative school settings, after school programs or other settings addressing high risk youth. Parents are involved in multiple areas of the SDFS which may include, but are not limited to consolidated application, Red Ribbon Week Activities, Community Service Projects, Advisory Boards, School Councils and school/community workshops. Professional Learning opportunities for SDFS include Classroom Management, bullying (Peacemakers), Conflict Resolution and peer helpers based on October 2006 survey data. A teacher assessment will be developed and utilized in FY07 to aid in developing professional learning needs. A SDFS resource lists (AA, Cocaine Anonymous, Mental Health contacts) will be available to all personnel in the system and may be accessed through the school's web site, bulletin boards and newsletters.

**Is Plan Descriptor Revised?**

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

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

The percent of students that qualify for free/reduced meals will be the poverty criteria used to determine if schools are eligible for Title I services, and to rank order schools for funding. Talbot County School System has only one school and therefore does not rank order our school.

**Is Plan Descriptor Revised?**

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

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

This question does not apply to Talbot County School District because our Title I

school has a schoolwide program.

**Is Plan Descriptor Revised?**

**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.

A general description of instructional programs in our Title I school is the focus of item 13. There are no targeted assistance schools nor schools for children living in local institutions for neglected or delinquent children or children receiving education in neglected or delinquent community day programs. In order to improve students' language and reading skills, the Reading First program has been implemented in grades K-3 and the Speech project will be implemented for early literacy skills. The America's Choice program will be implemented in grades K-12 (writing and math only for grades K-3). A uniform literacy class period is provided for all students during the first block to extend learning for Lang Arts/Reading and math. The school will utilize SRA Direct Instruction-a Scientifically Based Reading Research (SBRR) model for all students and Junior Great Books for acceleration. The National Education Association (NEA) and the American Association of School Administration (AASA) commissioned an independent research organization, the American Institutes for Research, to do a comprehensive review of all of the research regarding curricula that are commonly used in school-reform efforts, including Direct Instruction. The results of the study were published in 2000. The NEA's research results found that Direct Instruction was one of the programs that provided strong evidence that its use of a systematic, phonics-based, comprehension (grades 3-12) had a positive impact on student achievement. America's Choice Design is a comprehensive program that provides guidance to schools that are improving their schools through the comprehensive school reform process. America's Choice targets the areas of reading, writing, and math. The goals and objectives of the program focus on developing students into fluent readers by the end of third grade. The heart of America's Choice is its standards based instructional program. This program identifies and uses world class standards in the teaching of all subjects. Students are taught to identify and utilize elements of these standards with every piece of work that is produced. The process of utilizing standards based learning assures that students are prepared to perform on state standards based assessments. Through constant monitoring of individual progress, students who fall behind are immediately given extra instruction, which enables them to catch up quickly. The literacy component of the design includes a process for

providing additional tutorials for students who are performing at recommended levels. The daily academic schedule lends itself to extended periods of reading and language development. The design includes personnel who work to assure that design components are implemented and monitored in a way that maximizes the success of the program. The National Team (members of NCEE) provides training and technical assistance to the local Design Team. The local Design Team, Literacy Coach, and Math Coach provide intensive and extensive professional development and support for teachers in the areas of reading, writing and math. The America's Choice Design is comprised of five components. These components are the basis for student improvement. They are: (1) Standards and Assessments; (2) Aligned instructional system; (3) Instructional leadership; (4) Professional learning community; and (5) Parent/guardian and community involvement. The Reading First Program focuses on nation-wide efforts to enable all students to become successful early readers. Funds are dedicated to help states and local school districts eliminate the reading deficit by establishing high-quality, comprehensive reading instruction in grades K-3. Building a solid foundation of research, the program is designed to select, implement, and provide professional development for teachers using scientifically based reading programs, and to ensure accountability through ongoing valid and reliable screening, diagnostic, and classroom-based assessment. Writing is another area targeted for improvement. Writing across the curriculum will be a mandatory requirement in all grades. Middle School writing scores have improved. Third, fifth grade and High School scores have slightly decreased. Research since the mid '70s suggests that in many instances, writing can facilitate more creativity and increase learning of course content. Across-the-curriculum writing finds its merit by removing students from their passivity. Active learners are active thinkers and one cannot write without thinking (Englemann & Osborn, 1999; Steffens, 1988; Walker, 1988). Thus, incorporating writing-across-the-curriculum techniques tend to change the complexion of the classroom. Teacher-central classrooms become student centered. Rather than the teacher being the Great Dispenser of Knowledge, filling students' empty heads, the teacher becomes a facilitator, aiding students' understanding. Writing activities give students the opportunities to make connections to prior learning and to assimilate information (Wauchope, 1990; Self, 1989; Hamilton-Wieler, 1989, Walker, 1988; Burr and Healy, 1988; Durfiss, 1985; Steffens, 1988). Hamilton-Wieler (1988) calls this kind of writing "a way into or means of learning, a way into understanding through articulation." Research strongly suggests that increasing writing opportunities and skills will improve student achievement in all content areas. Students receive one hour or more (block scheduling in HS) of math instruction daily. The math curriculum was prioritized in 2005 and instruction has been focused on strengthening student performance in the historically weak areas of problem solving, number sense, and computation. America's Choice Design for Math (Ramp-up- Investigation; Area Space, Data) and a wide array of physical materials (math manipulatives) have been integrated into instruction to promote students' understanding of numbers, ways of representing numbers, relationships among numbers and number systems. Many studies show that the use of concrete materials can produce meaningful use of notation systems and increase student concept development (Kohler & Kohler, 1966). In a comprehensive review of

activity based learning in math, Suydam and Higgins (1977) concluded that using manipulatives produced greater achievement gains in K-8 students. Sowell (1989) concurred with Suydam and Higgins on the use of manipulatives and student learning. A computer based program “Student Math Skills” (SMS), was piloted at Central during 2005-06 school year, and the program will be fully implemented beginning the 2006-07 school year. This technology program provides individual instruction, practice and acceleration. Jeff Archer in a 1998 article on teaching math using computers written for Education Week found that new research on technology’s effectiveness in teaching math appear to confirm that computers can raise student achievement and even improve a school’s climate. However, Archer also found that computer use must be geared toward individual student needs and provide challenging higher order problems. Technology programs that concentrate on basic skills and serve whole group purposes have not been found to improve student achievement. The SMS system is based on meeting student needs using higher order process skills. The use of Direct Instruction reading, Reading First program, America’s Choice Design, Speech Early Literacy projects, Writing Across the curriculum, and SMS math software will assist all students in improving student achievement. These programs target low achieving students, students with disabilities, and migrant and ethnic subgroups that traditionally need additional academic support. 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 QCC and/or science GPS for their grade. Required materials and training will be funded through Title IV, local or partnership funds. No schools for neglected or delinquent students are located in Talbot County.

**Is Plan Descriptor Revised?**

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

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

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

The Title I department assesses related needs of homeless children and youth and plans strategies to meet those needs. Case study information is used to identify related needs such as a need for personal school supplies. To identify the educational and related needs of homeless children and youths, the Talbot County School System uses the following assessment instruments: CRCT, GHSGT, Dibels, Peabody Picture

Vocabulary Test and GKAP-R. Available data and information are used to produce a summary of needs. If homeless children move into our system, services such as extended day tutoring in homeless shelters, transportation and supplies will be provided. We currently have no student identified as homeless. However, we realize that that situation can change at any time and we have put procedures in place to assist us if we identify students as homeless. The school social worker/attendant officer is the key liaison between all of the social services and was demonstrated when we had evacuees from Katrina locate temporarily in the community. The social worker/attendant officer was able to bring community and school resources together to meet the needs of school and their families. Talbot County has a well-developed support system for transient families that can also be extended to the homeless. Churches, through the Ministerial Alliance, contribute to an emergency fund which is administered through DFACS and the Sheriff's Department which is used for the emergency care of minors. We used both resources for the Katrina evacuees. We include on-going training in our PL plan because we know that there has to be sensitivity towards recognizing the difficulties of homeless children. Example includes, during spring 2006 we held two awareness sessions for school administrators and clerical registrars to ensure that they know how to identify students who may be homeless. Topics included identification, communication, registration and enrollment, documentation and providing support and assistance.

**Is Plan Descriptor Revised?**

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

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

- a. How the LEA included state and local government representatives, representatives of schools to be served, parents, teachers, students, and relevant community-based organizations in the development of the Comprehensive Plan for Improving Student Academic Achievement.
- b. How the LEA will provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities.
- c. How the LEA will build school and parents capacity for strong parental involvement including how the LEA builds capacity to support a partnership among the school, parents, and community.
- d. How the LEA will coordinate and integrate parental involvement strategies under NCLB with other community based programs such as Head Start, Reading First, Even Start, State operated preschool programs, etc.
- e. How the LEA will conduct an annual evaluation of the content and effectiveness of parental involvement.
- f. How the LEA will use data from the annual evaluation to design strategies for a more effective parental involvement policy.

g. How the LEA will involve parents in schoolwide activities.

**1. Parental policy follows. Note: It was updated on April 29, 2011**

# **TALBOT COUNTY SCHOOL DISTRICT**

**TITLE I LEA PARENT PLAN/POLICY**

## **DEVELOPMENT AND DISTRIBUTION OF POLICY UNDER SECTION 1112**

TCSD Title I District Plan/Policy

Data from the TCSD Title I District Parent Committee Representative and the results from the April 29, 2011 TCSD Title I Parent Survey provided information that was used in developing the policy. The policy was discussed at the spring parenting meeting held in May. Copies are available for parent review if requested.

**PARENT INVOLVEMENT IN THE DEVELOPMENT OF THE LEA PLAN UNDER SECTION 1112 AND SECTION 1116**

Parents were involved in the joint development of the LEA plan and in the process of school review and improvement through the use of parent surveys, membership on committees, school wide planning teams, school councils, and membership on school improvement teams.

**PROVIDE COORDINATION AND TECHNICAL ASSISTANCE**

Title I identified school will be provided the coordination, technical assistance and support necessary to assist in planning and implementing effective parent involvement. Title I support specialist provides support to school personnel and parents in method for increasing parental involvement and student achievement. The Title program works in collaboration with other parenting programs that exist in the school district to provide information and resources to assist parents in ways to help their children do better in school.

## **BUILD STRONG CAPACITY FOR PARENT INVOLVEMENT**

Title I eligible school has planned programs designed to improve high quality parent involvement. Parent coordinator, school counselor and community/resource coordinator plan activities to work toward increasing parental involvement. Parent involvement strategies are included in school Title I plan and in school SACS plans.

## COORDINATION WITH OTHER PROGRAMS

### HEAD START

The Parenting Coordinator will meet with the parenting personnel from Head Start to collaborate while planning for parent workshops when feasible. They will share information that will facilitate a smooth transition of child from Head Start to elementary school.

### EVEN START

Parents who participate in the Even Start Program will be invited to workshops planned at the site where they are receiving training. Title I parenting coordinator and family services coordinators may coordinate activities with Even Start personnel and refer families to Even Start for services.

### PRE-KINDERGARTEN

Parenting workshops are combined with Title I parent involvement efforts. Many of the same parents will be involved in both programs, so joint scheduling will serve both groups. State funded Family Resource Coordinator will assist in the coordination of community services from such agencies as the Health Department and the Department of Family and Children Services. The Family Resource Coordinator will facilitate the smooth operation of family literacy programs.

## ANNUAL EVALUATION

The school will survey parents to ascertain the effectiveness and appropriateness of the Parent Policy annually. Areas to be evaluated will include identifying barriers to parent participation such as low income, disabilities, limited literacy, LEP or other racial or ethnic considerations. The findings of this evaluation will be used to design strategies for school improvement or to redesign the LEA policy. The school did a parental involvement needs assessment (as a requirement to the EIP program) for evaluation purposes to identify areas of strengths and weaknesses. An evaluation to the Title I Parenting program is done annually.

The goal of TCSD Title I parenting is to increase student achievement through parental involvement. The school plans a variety of school activities to include parents. These

activities are documented in two ways. The school submits a Record of Parent Contact Form annually. The goal is 90% of the parents will be contacted by the school five or more times during the school year. The school submits an annual Parenting Activities Form that consists of documentation of parenting activities for the school year. These records are kept at the school.

## **INVOLVE PARENTS IN SCHOOL ACTIVITIES**

The school involves parents in school activities in a variety of ways. Some examples include parent workshops providing materials to help with academics areas, distribution of newsletters/ web sites, which include tips for working with children at home. The Title I Parent Committee will meet monthly to disseminate helpful information to parents in their school and/or school personnel in their school. Parents serve on school improvement plan teams, PTA committees, and school council.

### **ALLOCATION**

The LEA will allocate funds based on guidelines detailed in the No Child Let Behind (NCLB) Act of 2001. The NCLB Act specifies "the LEA shall reserve not less than 1 percent".

### **PARENTAL INPUT**

Parent input is welcome concerning parenting activities and school improvement. The LEA allocates funds based on established needs identified in needs assessments.

### **DISTRIBUTION OF FUNDS**

The LEA will distribute funds based on regulations identified in the law. The school submits a budget to the Board based on identified needs stated in the school's Title I Plan. Funds are distributed based on the budgeted items submitted that fall within predetermined allocated amounts.

### **TCSO TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY/PLAN**

The parenting plan is developed by the school with input from parents serving on school planning committees. Strategies for parent involvement are included, as part of the school's Title I Plan. The policy is updated annually or as needed due to the changing needs of the school. An ESOL teacher will be used as a resource to explain school information to LEP parents. The school receives technical assistance from the Title I Support Specialist to update the parental involvement policy.

## SPECIAL RULE

The school parental involvement policy may be reviewed and updated based on the changing needs of the school. The policy is available for parent review upon request and is updated and reviewed as needed.

## AMENDMENT

The LEA parental involvement policy may be reviewed and amended bases on the changing needs of the Title I school and the needs of parents.

## PARENTAL COMMENTS

If the parental involvement policy is not satisfactory to parents of participating children, the LEA shall submit any parent comments with the LEA plan.

# ANNUAL MEETING

In the fall of each year, the school will have an Open House at a convenient time for parents, to which all parents of participating children will be invited and encouraged to attend. Parents will be informed of the nature of the Title I Program, its requirements, why their children are participating, and the parents' rights to be involved in decisions made about their children's education.

## FLEXIBLE MEETINGS

Flexible numbers and times of parent meetings will be planned for parent involvement purposes. If available, funds may be provided for transportation, childcare, and/or home visits to involve parents in the education of their children.

## INVOLVING PARENTS IN PLANNING AND REVIEW

The requirements for updating the School's Parental Involvement Policy were discussed at the spring Parental Meeting. The school received technical assistance from the Title I Support Specialist to develop the policy. Parents serve on planning teams to help in the development of the policy. Parent input is obtained through surveys and input during meetings. The policy is available for parent review upon request and is updated and reviewed as needed.

The stakeholders meet bi-weekly in the data room to discuss test data, surveys, and school department reports to complete annual needs assessment summary, prioritize district needs, and create/identify actions and strategies to address prioritized needs within the equity plan. All stakeholders are not present at all of the meetings. Usually they are all present at the planning process meetings toward the end of the school year

and before the students enter for the new school year. Teachers are usually surveyed beginning in March.

## **TIMELY INFORMATION TO PARENTS**

Parents will be provided timely information about school programs, a description and explanation of the curriculum, forms of academic assessment used to measure student progress and proficiency levels students are expected to meet. If requested, opportunities will be provided for parents to meet with school personnel to formulate suggestions, participate in discussions and decisions relating to the education of their children. Parents non-satisfactory comments will be submitted with the LEA Plan if applicable.

### **EQUITY OF STAKEHOLDER INVOLVEMENT**

Parent Notification Procedures (regarding "highly qualified teachers")

Talbot County School Systems notifies parents upon request of teachers' qualifications:

- Licensing for grade level and subject
- Emergency or provisional status
- College major and graduate degrees
- Paraprofessional qualifications

The School System will notify parents via US Mail if students are taught four consecutive weeks by core academic content teacher not "highly qualified".

### **PARENTS'S "RIGHT TO KNOW"**

Parents are informed via US MAIL, Talbot County School System website, Parent Student Handbook, during Title I orientations and newspaper of the following:

#### **Paraprofessionals**

- Is the paraprofessional certified?
- Is the paraprofessional "highly qualified"?
- How many years experience does the paraprofessional have in education and related fields?

### **DESCRIPTION AND EXPLANATION OF THE CURRICULUM**

A description and explanation of the curriculum is explained to parents at the Open House meeting, during parenting meetings, and during parent-teacher conferences throughout the school year. This information is also provided on the school district's website and in parent handbooks.

## **STRATEGIES FOR SCHOOL IMPROVEMENT**

When the school is identified for School Improvement, a team of teachers, administrators, consultants, and parents will be assembled to research the current program and seek ways to improve it. Parents will be included in the process of looking for strategies to better serve their children and raise the level of academic achievement.

### **OPPORTUNITIES FOR REGULAR PARENT MEETING**

Inclusion of parents in all educational areas that affect their children is a goal of Title I. Interested parents will be assisted in obtaining literacy skills and parenting skills in order to help their children. Parents are surveyed to determine the most appropriate times and days for parent meetings. Meetings are scheduled mornings and evenings to accommodate varied parent work schedules.

### **SCHOOLWIDE PLAN NOT SATISFACTORY TO PARENTS**

If the parent involvement plan is not satisfactory to parents of participating children, the school may submit the parent comments on the plan to the LEA.

### **SHARED RESPONSIBILITIES FOR HIGH STUDENT ACHIEVEMENT**

School plans will address the school's commitment to provide high quality curriculum and instruction in a supportive and effective environment so that children can meet the state's student academic achievement standards. The school has a school-parent compact on file in the Title I office. The school-parent compact provides opportunities for positive and meaningful communication between parents and school personnel. The compact is learning oriented and consists of a plan of action that details responsibilities by the school, the student, and the purpose of achieving high student achievement.

### **COMMUNICATION BETWEEN HOME AND SCHOOL AND FREQUENT REPORTS TO PARENTS ABOUT PROGRESS**

Parents will be informed of school activities through a variety of ways. These ways may include newsletters, letters, agenda books, telephone contacts, mailings, and conferences. Frequent reports will be made to parents through progress reports, report

cards, computer generated reports, etc. to inform parents of student progress. Parents will be given reasonable access to school staff by use of conferences, school visits, opportunities to volunteer, and opportunities to observe and participate in classroom activities.

#### **WAYS PARENTS CAN MONITOR THEIR CHILDREN'S PROGRESS AND WORK WITH EDUCATORS TO IMPROVE THE PERFORMANCE OF THEIR CHILDREN**

Parents will be encouraged to attend meetings, workshops and conferences to learn how they can help their children improve their academic performance. Many of these activities are provided locally as in kind services to the community. Parents are encouraged to visit their child's school, volunteer at the school, and participate in school activities. Parents can monitor and support their child's learning by keeping abreast of school procedures, by reviewing progress reports, by reviewing report cards, by being aware of homework/classwork requirements, and working with the school to schedule conferences to help children improve academically in school.

#### **WAYS PARENTS CAN PARTICIPATE IN DECISIONS RELATING TO THE EDUCATION OF THEIR CHILDREN**

Parents can participate in decisions relating to the education of their children by serving on school planning teams, attending parent meetings, and participation in parent-teacher conferences. Other opportunities exist for parent participation in decision making on newly formed school council and by responding to surveys.

#### **SCHOOL'S RESPONSIBILITY TO HIGH QUALITY CURRICULUM**

The school will include in the school improvement plan strategies to teach a high quality curriculum. The curriculum will include strategies that are scientifically research based with proven programs for success for students of similar populations.

#### **BUILDING CAPACITY FOR INVOLVEMENT**

Assistance is provided to parents on ways to monitor and support student progress at home. Material is available to parents for checkout in school parenting areas and in the Title I Office to assist with strategies to work with children at home. Information includes information books, family literacy sets, instructional packets, internet resources, computer equipment, and level books. Training sessions are provided on a monthly basis to assist parents with ways to help their children do better in school. Parents are provided with names of resource persons and programs in the community to utilize and to help give their children additional academic support. Resource persons and programs include Adult Education Program to assist parents in GED preparation, family literacy programs, Talbot Literate Community, and programs that focus on the use of technology for learning. Parent involvement workshops are provided through

staff development for teachers and other school personnel.

**OPPORTUNITIES WILL BE PROVIDED TO PARENTS AT PARENT MEETINGS TO LEARN ABOUT THE FOLLOWING:**

**NATIONAL EDUCATION GOALS (NCLB ACT OF 2001)**

Parents were notified about the components of the NCLB Act of 2001 in the local media, through letters, conferences, and at parent meetings. Options will be explained, sent home by letter, and communicated through the local news media to parents about new guidelines for schools in need of improvement.

**STATE'S CONTENT STANDARDS AND STUDENT PERFORMANCE STANDARDS**

The Quality Core Curriculum objectives will be used in the LEA until such time as new standards are adopted. Parents will be made aware of these objectives and at what level their child is expected to perform to meet the state standards. Parents will be informed of their child's school's ranking and/or the district's ranking in the state. Scores will be printed in the local newspaper and opportunities will be provided for parents to discuss test data with school personnel. Parents may also access information about standards and student performance via internet at GDOE and USDOE websites.

**SCHOOL IMPROVEMENT PROCESS AND CORRECTIVE ACTION PROCESS, IF APPLICABLE**

If the school does not show achievement gains for two consecutive years it will be placed in school improvement. When a school is placed in school improvement, an extensive process of review and evaluation of the instructional program is made by the teachers, administrators and parents. Parents' input will be sought to help discover why the program as designed at the school is not being successful. With the help of research, a revised instructional program will be designed to better meet the needs of the particular school's population.

**COMPONENTS OF A SCHOOLWIDE PROGRAM, IF APPLICABLE**

When a school is eligible for Schoolwide status, a team of teachers, administrators and parents will be formed to evaluate the current instructional program and to decide if the school will apply for schoolwide status. Appropriate component of the plan will be developed with parent participation. A planned program for parenting will be carried out at the Schoolwide Program School.

**COMPONENTS OF A TARGETED ASSISTANCE SCHOOL PROGRAM, IF APPLICABLE**

The Targeted Assistance School will develop and carryout a plan for parent involvement. Parents will be involved through such activities as meetings, parent-teacher conferences, volunteering in classrooms and membership on committees and teams within the school. Parents will be informed as to the child's expected and actual performance in school. There are no Targeted Assistance Title I schools at the present time.

#### STATE AND LOCAL ASSESSMENTS

On a timely basis, parents will be provided information concerning the results of the annual including school performance profiles, individual student assessment results and interpretation of those results, a description and explanation of the school curriculum and the assessments used to measure student progress and the proficiency levels the students are expected to meet.

#### VALUE AND UTILITY OF CONTRIBUTION OF PARENTS

Professional development will be provided to school personnel through conferences, workshops, publications, etc. to educate teachers, pupil services personnel principals and other staff, in the value and utility of contributions of parents as partners in education. The school will have a parent involvement policy that will coordinate all parenting programs. The school will reach out and develop ways for parents to help at and away from school so that all may feel involved. The parent policy will to the extent practicable, be explained and/or sent home to parents in a language that parents can understand. The LEA may pay reasonable and necessary expenses to support parent involvement. Such expenses when feasible may consist of transportation, childcare, etc. to ensure parent attendance at school-related meetings. Results obtained from the annual Title I Parent Survey indicate small numbers of parents that actually want these serves.

Interested parents will be referred to community and adult literacy programs such as Even Start, Adult Education, and the Talbot County Literacy Alliance. Assistance will be provided to parents to support them as they obtain literacy skills. The school computer labs are available after school hours for parents to learn or enhance basic skills in order to better help their children at home. Literacy material and GED preparation material is available for parent checkout. Parents may be used to assist in training of other parents in parent involvement efforts.

#### MEETING AND IN-HOME CONFERENCES

School parenting personnel work in coordination with other parenting programs in the school. Parenting meetings are scheduled at flexible and convenient times to accommodate schedules of working parents. Surveys are distributed to parents to identify meeting times, locations, and days that are most convenient.

## MODEL APPROACHES

The LEA and schools may adopt and implement model approaches to improve parent involvement efforts. There is an abundance of research proven strategies and programs that are available for implementation." Parents on Board", "Active Parenting", "I Care", "Parents Are Teachers Too", "the National Family Literacy Center"and "Parent University" are a few programs that the school model. Additional Resources are provided through internet resources from the Georgia Department of Education and the U.S. Department of Education.

## DISTRICTWIDE PARENT ADVISORY COUNCIL

At the present time there is no active district advisory council. The school involves parents on planning teams, PTA, and on the school council to provide input to school programs. TCSD Title I District Parent Committee is a parent group that meets monthly to learn about ways to help their children do better in school.

## ROLES FOR COMMUNITY-BASED ORGANIZATIONS

Title I will work with the Partners in Education Program (school-business partners) to provide information about opportunities for organizations and businesses to work together with parents and school. The school will develop appropriate roles for community-based organizations and businesses in school and parent involvement activities.

The school works with the local community groups and businesses through the Partners in Education Program. These groups are an excellent resource to school by providing instructional support to events such as career day, literacy day, reading to classes, mentoring, and other roles as identified by schools.

## REASONABLE SUPPORT

The LEA shall provide reasonable support for parent involvement activities. The parental involvement goal for TCSD Title I is to increase student achievement through parent involvement. Reasonable efforts will be made to support this goal.

## PROVISION FOR LEP AND DISABLED PARENTS

To the extent possible, information related to the school, meetings, and other activities will be sent to the home of participating children in the language used in such homes. In carrying out the parent involvement requirements, the school, to the extent practicable, will provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form such parents understand.

ESOL and special education services will be used as resources as needed to carry out this process.

#### ACCESSIBILITY

To the extent possible, information related to the school, meetings, and other activities will be sent to the homes of participating children in the language used in such homes. In carrying out the parent involvement requirements, the school, to the extent practicable, will provide full opportunities for the participation of parents with English proficiency or with disabilities, including providing information and school profiles in a language and form parents understand.

#### PARENT RESOURCE CENTER/ROOM

Parent Resource Center/Room in the school will be expanded to provide opportunities and/or information for parents to learn about child development and child rearing issues beginning at the birth of a child, that are designed to help parents become full partners in the education of their children. Parenting areas are available at the school site and additional resources are available on the district level (Title I Office and GLRS) for parents to obtain materials to help their children do better in school.

#### REVIEW

The state shall review the LEA policies and practices to determine if they meet specified requirements. An annual audit is held to meet this requirement.

#### **Equity of Stakeholder Involvement**

Stakeholders consist of Superintendent, Asst. Superintendent (Director of all Federal Programs, Curriculum Director) School administrators, School Leadership/Design Team members-composed of teachers/staff, paraprofessionals, parents, students, community/business members; RESA and DOE School Improvement Specialists.

This committee is involved in the following: Assessing the system's needs; developing an action plan to address prioritized needs and the evaluation of the plan.

Presently, the system has assessed teacher experience as its primary equity need and focus for FY2012.

## **Talbot County Schools**

### **Title I Parental Involvement**

The following activities and procedures are planned for parental involvement:

**July 24, 2011**, : The school will provide in-service training to help teachers communicate and collaborate with parents.

Note: If Talbot County has Migrant students, Migrant PAC will be in attendance.

**August 17, 2011**: Teachers will communicate to parents their curriculum plans, expectations for homework, special programs, and how parents should help.

August , : If Talbot County has migrant students, a Migrant PAC meeting will be held for Hispanic School Information Night.

**July 12, 2011- August 17, 2011** : All parents of Title I will be provided written notices of services indicating specific instructional objectives to be addressed.

**August 12, 2011** All parents will be encouraged to sign "Instructional Partnership Agreements" designed to give parents and teachers shared responsibility for the education of the students (samples are included).

**August 2011-June 2012** : There will be a comfortable reception area for parents furnished with information about the school and material about parenting.

**November 2011**: The school will hold annual parents' breakfast/discussion days to entice parents to become involved directly in the education of their children. Migrant PAC will be in attendance.

**August 2011 -June 2012**: A facilitator of parent involvement and a Migrant PAC member will coordinate school-to-home activities to reinforce classroom instruction and student motivation.

**August 2011-June 2012** : Home visits will be made to those parents who are unable to come to school.

**April 2011** : Parents will complete questionnaires that solicit input suggestions for the **FY2012** school year. (Questionnaires will be printed in all parents native language or translators will be provided).

### **SCHOOL IMPROVEMENT COMMITTEE**

**2. The district requires each school to develop a written school parent compact.**

(See a sample copy of school parent compact below.)

**Talbot County School District  
School and Family Partnership Agreement**

**Introduction: Effective schools are a result of families and educators working together. Families play an important role in their child's success in school.**

**You are invited to be a member of a team, a partnership in you child's future.**

Because the role of the public school in Talbot County is to educate and care for the students in its charge, Central Elementary/High School agrees to fulfill these responsibilities:

- The school will provide a learning environment that is conducive to teaching and learning and protects students' health, safety and rights.
- The school will provide caring professional teachers, administrator, and staff.
- The school will provide high quality curriculum and instruction that prepares students to be productive, informed, responsible members of society.
- The school will be a resource for the information, skills, and support needed by the family to assist them in nurturing their child.
- The school will communicate on a regular basis with the family in order to provide clear information on the child's academic, social emotional and physical growth.
- The school will arrange for conferences with the teacher and for observation of classroom activities.
- The school will welcome the family as a partner in the education of the child and encourage family presence at the school as volunteers, committee members, input givers, etc.
- The school will offer families learning opportunities that promote involvement in both their child's education and in the school.

**Because the role of the family is as great or greater than that of the school in determining a child's success in school, the family agrees to fulfill these responsibilities:**

- The family will make sure that the child is well rested, nourished and appropriately dress so as to be comfortable at school.

- The family will take an active part in preparing your child for school by teaching the child appropriate manners and respect for the rights of others.
- The family will assist the child in being punctual to school and will assure his/her regular attendance.
- The family will show interest in the child's schoolwork by spending time in conversation with the child each day, providing opportunity and space to study and monitoring the quantity and quality of television being viewed.
- The family will be knowledgeable of the resources provided by the school and use those resources, which assist them in the nurturing of their child.
- The family will communicate with school staff and attend at least one teacher conference each year in order to gather information, answer questions and provide input about their child.
- The family will show the child that school is an important place by participating in classroom activities, volunteering and regularly attending parent meetings and educational activities.

**Principal** \_\_\_\_\_  
**Family** \_\_\_\_\_

**Central Elementary/High Parent-Student-Teacher Compact**

**School Mission: At Central Elementary/High, we are committed to "Meeting the Standards and Reaching Beyond".**

**As a Parent/Guardian, I will: (Any person who is interested in helping this student may sign in lieu of the parent.)**

- I will make sure my child gets a good night's sleep.
- I will see that my child attends school regularly and on time.
- I will see that my child comes to school each day with the necessary tools for learning.
- I will provide a home environment for my child to study every night; TV, radio, stereo off, no phone calls.
- I will insist that all homework assignments are completed; I will help when needed.
- I will communicate regularly with my child's teachers to discuss my child's

needs and performance in school.

- I will talk with my child about his/her school activities every day.
- I will encourage my child through attention and interest in his/her progress in school.
- I will support the school in developing positive behaviors and in its efforts to maintain proper discipline.
- I will volunteer time at my child's school.
- I will encourage my child to read at home. I will read with my child and will let my child see me read.
- I will provide a Library Card for my child.
- I will monitor my child's TV viewing.

I will show respect and support for **my child, the Teacher and the school.**

Parent/Guardian Signature\_\_\_\_\_

**As a Student, I will:**

- **I will come to school each day with pencils, paper and other necessary tools for learning.**
- **I will complete and return my home work assignments.**
- **I will always try to do my best in my work and in my behavior.**
- **I will work cooperatively with my classmates.**
- **I will obey the school and bus rules and will take pride in my school.**
- **I will believe that I can and will learn.**
- **I will show respect for my school other people and myself.**

Student Signature\_\_\_\_\_

**As a Teacher, I will:**

- **I will believe that each student can learn.**
- **I will come to class prepared to teach.**

- **I will provide an environment conducive to learning.**
- **I will enforce school and classroom rules fairly and consistently.**
- **I will provide meaningful and appropriate home work activities.**
- **I will provide necessary assistance to parents so they can help with the assignments.**
- **I will help each child to his/her fullest potential.**
- **I will maintain open lines of communication with my student and his/her parent.**
- **I will seek ways to involve parents in the school program.**
- **I will demonstrate professional behavior and a positive attitude.**
- **I will show respect for each child and his/her family.**

Teacher Signature \_\_\_\_\_

### **Hispanic Compact**

**Acuerdo Ligado a Aprender: Este acuerdo compromete a nuestra comunicad de la escuela para aumentar habilidades de la lectura y de las mate maticas del estudeate asi que todos los estudiantes seran expertos al final del tercer grado.**

### **Compromiso del padre: Yo**

- Estare al pendiente del progreso de mi hijo/a y dejare saber al maestro/a enseguida si noto algun problema.
- Utilizare los materials de la lectura y matematicas que las escuela envie al hogar cada semana para ayudar a mi hijo/a.
- Leere a mi hijo/a 20 minutos al dia y guardare una lista de nuevas palabras.
- Le limitare la TV a una hora al dia y hablare con mi hijo/a acerca de nuestro programa preferido.
- Le ayudare a mi hijo/a ver como utilizar la lectura y las matematicas para lograr sus intereses y metas.

**Firma** \_\_\_\_\_

**Compromiso del estudiante: Yo**

- Pedir ayuda a mi maestro/a y familia si estoy teniendo dificultades al hacer mi tarea.
- Practicar la lectura solo/a y con mi familia todos los días
- Trabajar en mis habilidades de matemáticas y lectura en casa, usando los materiales que mi maestro/a envíe a casa.
- Anotar las asignaciones, hacer mi tarea todos los días, y entregarla a tiempo.
- Hablar con mi familia sobre mi programa favorito de TV.

**Firma** \_\_\_\_\_

**Compromiso del maestro/a: Yo**

- Desarrollar una relación con cada familia en mi clase.
- Mantener informadas a las familias acerca de el progreso y necesidades en cada materia de sus hijos.
- Me aseguraré que cada estudiante reciba la ayuda que el o ella necesiten y tan pronto la necesite.
- Mandar a casa materiales para aprender de matemáticas y lectura.
- Explicar mi propuesta de enseñanza, expectativas, y calificaciones a los estudiantes y sus familias.
- Trabajar en mis estrategias de lectura y matemáticas para poder llegar a todos los niños/as.
- Me aseguraré que todos los estudiantes entiendan las asignaciones y que es lo que aprenderán de ellos.

**Firma** \_\_\_\_\_

**Compact Linked to Learning:** This compact pledges our school community to increase student reading and math skills so all students will be proficient by the end of third grade.

**Parent's Pledge: I will**

- Monitor my child's progress and let the teacher know right away if I notice any

problems.

- Use reading and math materials the school sends home each week to help my child.
- Read to my child 20 minutes a day and keep a list of new words.
- Limit TV to one hour a day and talk to my child about our favorite program.
- Help my child see how to use reading and math to pursue interests and goals.

**Signature** \_\_\_\_\_

**Student's Pledge: I will**

- Ask for help from my teacher and family if I am having trouble doing my work.
- Read on my own and with my family every day.
- Work on my math and reading skills at home, using the materials my teacher sends home.
- Write down assignments, do my homework every day, and turn it in when it's due.
- Talk to my family about my favorite TV programs.

**Signature** \_\_\_\_\_

**Teacher's Pledge: I will**

- Build a relationship with every family in my class.
- Keep families informed of their children's progress and needs in each subject.
- Make sure every student gets the help he/she needs as soon as it's needed.
- Send home learning materials in math and reading.
- Explain my approach to teaching, expectations and grading to students and their students.
- Work on my reading and math strategies so that I can reach all children.
- Make sure students understand assignments and what they'll learn from them.

**Signature** \_\_\_\_\_

**3. The school holds an annual meeting to inform participating parents about Title I programs (agendas and other documentation are kept on file locally.)**

**4. The LEA reviews the effectiveness of school parental involvement activities annually. (Please see a copy of our parental involvement survey below.)**

### Talbot County Parent Involvement Survey

Number of Children \_\_\_\_\_

Grade Level(s) PK,P,1,2,3,4,5,6,7,8,9,10,11,12 (Circle all that apply).

The Talbot County School system is working to strengthen partnerships between school and families in order to help children perform better in school. To help us meet this goal, we have developed the following survey which will help us develop parent and family activities.

Directions: Please check the response that best describes your feelings and return the completed survey to the school. Thank you for taking time to complete this survey.

1. My child's teacher keeps me informed about his/her academic progress. Yes \_\_\_\_\_  
No \_\_\_\_\_ Do Not Know \_\_\_\_\_

2. How often do you communicate with teachers about your child's performance?  
Often \_\_\_\_\_ A Little \_\_\_\_\_ Never \_\_\_\_\_

3. Are report card grades fully explained to you? Yes \_\_\_\_\_ Somewhat \_\_\_\_\_  
No \_\_\_\_\_

4. Are you given information on how to help your child improve his test scores?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Do Not Know \_\_\_\_\_

5. Would you be willing to volunteer at the school? Yes \_\_\_\_\_ No \_\_\_\_\_

6. Do teachers suggest homework activities for you and your child? Yes \_\_\_\_\_  
Sometimes \_\_\_\_\_ No \_\_\_\_\_

7. Does the school system actively seek ideas from parents on school-related issues? Yes \_\_\_\_\_ No \_\_\_\_\_

8. Is the school staff friendly and helpful? Yes \_\_\_\_\_ Somewhat \_\_\_\_\_  
No \_\_\_\_\_

9. Do you listen to your child read aloud? Often\_\_\_\_\_ Sometimes\_\_\_\_\_ Very Little \_\_\_\_\_ Never

10. If the school system sponsored workshops or courses to help parents understand and work with children, would you attend?

Yes\_\_\_\_\_ No\_\_\_\_\_

Suggestions/Comments

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5. The Talbot County School System has carried out the six requirements to build parent capacities to be involved in the school. (Please see the 6 requirements listed below along with examples of how our system meets the requirements.)

**\*Assisting in understanding the State's content standards, academic achievement standards, assessments, monitoring a child's progress, and working with educators .**

Examples: Distribute by grade level the state generated GPS brochures.

Send home letters

Parent Conferences

**\* Providing materials and training to assist their children.**

Example: Provide summer learning activities

**\* Educating staff in the value and utility of contributions.**

Example: Provide professional development for teachers on how to work effectively with parents.

Provide professional development on parent/teacher conferences.

**\* Coordinating and integrating parental involvement programs and activities with other programs including other activities that encourage and support parents in fuller participating.**

Example: Parental involvement programs for Title I, EIP, PreK, Head Start, Reading First are integrated. Programs plan together, provide services together, and evaluate the programs using a common evaluation tool.

**\* Ensuring that information is sent to the parent in an understandable language.**

Example: 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 material for other language for families/parents.

**\* Providing such reasonable support as requested.**

Example: Talbot Count School System maintains parent resources which are available for parents to use and/or check-out.

**Is Plan Descriptor Revised?**

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

A description of the actions the LEA will take to assist its schools identified as needs improvement schools.

All guidance provided to schools is based on scientific research. Our school system receives help from the State Department School Improvement Team. The team did a gap analysis of the school's curriculum, instruction, assessment, planning and organization, student/ family/ community support, professional learning, leadership and school culture. The planning process for the school improvement plan resulted from this process. The Curriculum Director provided results to the faculty and staff and a school improvement committee was selected. The school improvement committee consists of central office staff, teachers (regular and special needs), school administrators, students and parents. The peer review committee consists of central office staff, administrators, school coaches, teachers, state department school improvement personnel, RESA school improvement personnel, and the school council. This committee reviews the school improvement plan biannually and makes suggestions for improvement. The process for monitoring the implementation of the plan includes focus walks, lesson plan checks, teacher observation and evaluations, etc. The school system aligns system and school goals to ensure that professional development will be provided in all areas of assessed needs. The system provides support through the State Improvement Team, RESA, and Curriculum Director/Federal Program Coordinator in the development and planning of the system/school and corrective action plans. Professional development was offered for implementing co-teaching to improve student achievement for special needs students. Data Utilization workshops to inform instructional decisions were conducted via RESA and the State Improvement team. The plans have been revised to address identified target areas based on AYP data and school collected data. Resources, such as "What Works," The School Improvement Field book, are provided to outline the continuous school improvement process. Central Office, Staff, State Improvement Staff, and RESA, in addition to the school leadership team, monitor the implementation of the plans through the regular use of school-wide awareness walks, and team meetings to report on the progress of the strategies and interventions noted in the plans. Data must be provided to show the impact of the intervention/strategies on student achievement. Formative assessment results provide evidence of progress toward goals through benchmarks assessments every nine weeks, teacher-made tests, student portfolios, data displays. Leadership development opportunities are offered and time is provided by the system to allow principals and leadership teams to attend. The State School Improvement Team and RESA are the peer review committee who will assess the plan and offer suggestions to the school/system for any needed revisions continuously through out the school year.

**Is Plan Descriptor Revised?**

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

A description of the actions the LEA will take to implement public school choice and

supplemental educational services for schools identified as needs improvement.

Talbot County School System: •Maintains a copy of the current AYP report to verify that choice is implemented in all eligible Title I schools. •Provides guidance to NI schools regarding the implementation of choice through written communication and meetings. •Completes required actions and documentation for parents: A notification letter is sent to parents informing them that we are required to offer choice; however, we only have one school. •Conducts the following to implement SES: •Completes required actions and documentation for parents; a notification letter is sent to parents of eligible children of the availability of supplemental educational services, including a list of approved providers and description of services (including statewide providers). •Explanation of procedures to determine students' eligibility: and offer to assist parents in choosing a provider, a copy of parent request with disposition of request indicating on form is kept on file. •Obtains and maintains a copy of the following documents: • current list of state approved providers • a list of school offering supplemental educational services and number of eligible student participating at each school, • list of students served by each provider, • signed agreement/contract between the school district and each provider serving district children, • a worksheet showing calculation of per pupil maximum for SES, • a prioritized list of all eligible students if funds are insufficient. If the funds available are insufficient to provide SES to each eligible student whose parents request these services, priority will be given to serving the lowest-achieving eligible student. Priority will be given to serving the lowest-achieving eligible student in the subject area that caused Central Elem/High to be identified. Complaints from parents and providers must be written. The written complaint should include the following: •A clear statement of the allegation(s); •A summary of the facts upon which the allegation(s) is based; •Any documentation supporting the allegation(s); and •The complainant's contact information, including individual name of the complainant or the authorized representative of the organization, and the address and telephone number of the complainant or the authorized representative of the organization. Complaint received from any organization or individual shall be signed and mailed to: Director, Title I Program Georgia Department of Education 1858 Twin Towers East Atlanta, GA 30334-5040

**Is Plan Descriptor Revised?**

### **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;

It is the goal of Central Elementary/High School to assure that all teachers employed in the school meet the federal definition of Highly Qualified Teachers. The System Personnel Director and Professional Development Coordinator work with the school administrators to assure that existing teachers/paraprofessionals and all new hires meet this qualification.

**Teachers' and paraprofessionals' certificates and HiQ status are checked by the principal and central office staff at the beginning of each school year. If remediation plans are required, they will be developed by the principal and Title II, Part-A coordinator at the time of hire or reassignment for the non-HiQ teachers and paraprofessionals or for those teachers who hold NR certificates. The principal and teacher/paraprofessional will sign the remediation plan. The remediation plans are developed at the beginning of the school year or time of reassignment; they include actions to become HiQ and /or to obtain a clear renewable certificate; and there is a target date for completion of the requirements.**

Specific action for the NT certification teachers is to take the GACE to be completed during the FY2012, be monitored by the principal and documentation signed off on by the teacher and the principal.

Based on the 2010-2011 data, 97.1% of teachers at Central are highly qualified. Of the forty-six teachers on staff, experience is as follows: Average experience (years) 12.8%, Low-Level experience 24.1% , Mid-Level experience 50% , High-Level experience 25.9 % and Experience Continuity ratio 0.85 %.

All are teaching in field the entire day. There are two teachers with the intern certification in Special Education and Math. All paraprofessionals at Central are highly-qualified. All teachers hired or re-hired at the June 21, 2011 Board meeting are highly qualified except two and they are enrolled in the GATAPP. These employees will be monitored monthly, to determine if they are making progress toward HiQ and certification. Title II, Part A funds will be used to fund these activities. The Personnel/Professional Development Director, Principals and Title II, Part A Coordinator will monitor progress of teachers and paraprofessionals in becoming HiQ and/or obtaining a clear renewable certificate. RESA CaTAPP coordinator shares progress to System Title II, Part A Coordinator and principals of each intern throughout the year. GACE's school coordinator receives test data from the test administration each time teachers and paraprofessionals take tests and shares results

with principals and teachers. Teachers and paraprofessionals are required to register for next test administration. The Title II coordinator and principals monitor the results. If a teacher or paraprofessional fails, the district ensures that they register to take the GACE during the next administration. Documentation required for meeting requirements for HiQ for teachers and paraprofessionals include test scores, transcripts, and verification forms for course completion. Letters will be immediately sent to parents notifying them that a child is assigned to or being taught by a teacher in a core academic subject who is not highly qualified for four or more consecutive weeks. Parents must acknowledge receipt by signing and returning letters to principals. The returned letters are kept on file by the Title II, Part A Coordinator at Central Office. Methods for notifying parents each school year that they may request information regarding the professional qualifications of their child's teachers/paraprofessional will include the following: Newspapers, handbook, letter, school website, parental involvement meetings and PTA meetings. . Personnel Director and Title II Coordinator will monitor notification of parents' right to know. Copy of all notices are collected by the Title II, Part A Coordinator and are kept on file at the Central Office. Personnel Director recruits High Qualified teachers through job fairs, colleges, universities, RESAs and media (newspaper), on-line, etc.

As to integration of technology into the classroom curriculum, GTOI evaluations indicate that 20% of classroom teachers are using technology in the instructional program. Lesson plan checks by administrators reveal at least 20% of our teachers are utilizing technology in the classroom. Observations by the technology specialist concur with this data.

**Is Plan Descriptor Revised?**

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

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

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

The Title I Director plans with leadership to provide staff development based on trends, test data, surveys from teachers and administrators, the number of disciplinary referrals, administrators' evaluations and the gap analysis results and other pertinent data. The leadership team consists of the Curriculum Director, Professional Learning Director, Special Ed. Director, Administrators, Technology Coordinator, teachers, paraprofessionals, DOE School Improvement Specialists, parents, students community leaders, and Superintendent. The leadership committee analyzes results of tests and data to determine needs of particular student groups. Staff professional development will be provided for the implementation of the America's Choice and Reading First programs. Co-teaching for regular and special needs teachers will be provided for the implementation of inclusion and differentiated instruction. Talbot County School System does not have a gifted program, or any student with limited English proficiency. The following staff development activities will be provided for all staff: behavior modification training, STEEP, and Discipline: A Total Approach Program.. Classroom management training will be provided. Ruby Payne: A Framework for Understanding and Working with Students and Adults from Poverty workshop was presented to all staff member last school term. However, there is a need for on-going training and this training will be scheduled throughout the school year vis GLRS. Differentiated instruction workshops were held in the district to help teachers address the different learning styles of diverse students. Parents- Professional development activities for parents will include test taking activities, Parent Connect Server services (on line services to provide information on student grades, assignments, discipline and absences), and tips for working with students at home. Technology Staff development will be provided for staff on the following: Kurzweil, SEMSNet Basic Online (IEP), Zoom Text, Write Outloud (and other assistive technology hardware and software), Accelerated Reading/Star Reading, Star Math/Accelerated Math, Reading Counts and Spanish for Educators Class and Understanding Hispanic Migrant Students and Families. Intech training will be provided for new staff members via RESA

**Is Plan Descriptor Revised?**

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

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

The Talbot County School System will conduct a self-assessment based on the GSSP standards and update the professional learning plan. The assessment disk is provided and the school staff re-roster student results, conducts professional learning with each teacher to analyze student and class results, make instructional plans, and monitor progress of students. The system and school plan is developed with the federal program coordinator. Every certified staff member participated in Robert Marzand's survey, What Works in Schools (WWIS) - Translating Research into Action. This survey

allowed the staff to respond to eleven factors influencing student achievement and identify the top five effectiveness factors that can be accomplished and will impact student achievement. The results of the WWIS survey indicated the following areas as a priority for improvement: 1. Specific achievement goals are set for individual students. 2. A program that teaches and reinforces student self-discipline and responsibility. 3. Teachers end their units by asking students to assess themselves relative to the learning goals. 4. When planning units of instruction, ensure that students will be involved in complex projects that require them to address content in unique ways. 5. Someone checks to ensure that teachers address the essential content. Identified needs from these surveys will be incorporated in the system's Comprehensive System Improvement Plan. In addition to the survey results, test data was disaggregated to determine needs in student achievement, for all students and subgroups of students.

**Is Plan Descriptor Revised?**

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

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

The school's supplemental professional learning activities fall into several categories all of which conform to the guidelines presented in federal programs such as Title IA and Title IIA and also to the 12 standards described by the National Staff Development Council. Activities are provided for all staff including bus drivers, paraprofessionals, Board members, nutritional and maintenance personnel. Everyone who works in the school system contributes to the academic success of all children. a. Baseline classes: Special needs students and GPS b. Induction: TSS, mentoring and coaching c. Specific content classes: Communication Skills (writing, mathematics, language areas and reading. d. Specific teachers' needs: Learning to Learn Skills, Thinking and Reasoning Skills and Classroom Management. e. Technology: As a topic: PowerPoint, Data Projector f. Technology: A facilitation mechanism: PowerPoint g. Student Support: Bus Safety, Discipline, Drugs, Violence and Bullying.

In FY2011 , 100% of professional learning activities were scientifically based. 100% of teachers in grades K-12 participated in at least one highly quality professional learning activity in FY2011 .

The school system will notify parents via U S Mail if students are taught for 20 or more consecutive days by a teacher who is not highly qualified. Parents must acknowledge receipt by signing and returning letters to principals. The returned letters

are kept on file by the Title II, Part A Coordinator at Central Office.

**Is Plan Descriptor Revised?**

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

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

The Talbot County School System has no private schools. For Title I, all private schools serving one or more students from the Talbot County School District are notified annually of an opportunity for a consultation meeting. In addition private school personnel from private schools within the school district are invited to a consultation meeting for Title II, Title III and Title V programs. Private schools are notified in April of each school year. Private schools are notified by letter with U.S. Postal registration receipt of an invitation to a consultation meeting with school district personnel to discuss the availability of funds to serve eligible private school students. Opportunities for meeting private school staff development needs are also discussed. The notice includes the specific time, date and location of the consultation meeting, a response form, and Title I contact information. If, upon completion of consultation, private schools are interested in participating in relevant federal programs, a timely planning meeting is scheduled. The planning meeting provides private schools the opportunity to participate in the design, development and implementation of professional learning plan. Eligible private school students receive services on an equitable basis. Talbot County also provides an equitable share of funds to private schools for professional learning activities.

**Is Plan Descriptor Revised?**

**23. Professional Learning and all federal programs**

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

As academic data becomes available from the DOE, it is used to update the current Comprehensive Improvement Plan and establish new or reaffirm existing targets for the next school year. The system has Balanced Scorecards on which to record and report achievement towards stated goals. The final data is entered electronically in the spring and the principal presents data results via PowerPoint in July to Board members and copies of the PowerPoint presentation are published in the newspaper and on the school's website. The Balanced Scorecards display four years of data side by side. The data is color coded using the green light/red light system which makes it very easy to see which performance targets were met and determines if changes need to be made. The steps to evaluate progress made toward meeting our goals: • The assessments that are required by the state will be administered and AYP will be determined. • In addition to the state required assessments, teaching teams determine additional assessments. These assessments provide them with meaningful information on student

progress to use in making sound instructional decisions • Grade level groups of teachers analyzed standardized and criterion referenced test results to ensure that grade level areas for improvement and student individual needs are identified. • Assessment is also made by termination of progress in eh regular classroom. Progress is indicated by promotion to the next grade and graduation on time. The data room is available to parents and community members as well as teachers and other staff.

**Is Plan Descriptor Revised?**

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

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

Talbot County school system uses the Occupational Survey provided by the Two Rivers MEA to identify migrant students. This survey is a part of the registration packet for all students. Presently, there are no migrant students in the Talbot County School System, but if we get any students the following would occur: • A system liaison will make contact with each migrant family to determine their needs. • Migrant students will be evaluated academically like other students at Central Elem. /High to determine academic needs. • Title I services will be provided. • In addition a referral will be made to student services to indicate additional services may be needed from that department. • Specific activities will be provided to address the needs of migratory families. Such activities shall include informing children and families of, or helping such children and families gain access to other education, health, nutrition and social services.

**Is Plan Descriptor Revised?**

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

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

Talbot County School System does not have any migrant students, but if we do receive these students the following plan will be followed. When requested the school system will mail, fax or electronically send pertinent school records, including information on health, in a timely manner.

**Is Plan Descriptor Revised?**

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

A description of how the LEA will identify and recruit eligible migrant families and

youth moving into or currently residing in the district.

Talbot County School System does not have any migrant students, but if we do receive these students the following plan will be followed: Identification of migrant students is a part of the regular registration process. The occupational survey, which is provided by the MEA, is included in the registration packet for all students. A copy of the occupational survey is faxed to the MEA 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.

**Is Plan Descriptor Revised?**

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

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

During the School Improvement Process, student data such as CRCT scores are reviewed, faculty, and leadership input, as well as others on the school improvement review team to make decision on programs to implement (including Title IIIA), to decide how these special projects will be funded. The school/system leverages different sources of funding and combines resources to deliver special projects/programs and on-site professional learning opportunities that support innovative and school based reform efforts. The system/school evaluates these pilot projects and other research based-programs annually to determine if such projects are considered as best practices. All programs serving Title IIIA 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 and to be shared with other districts upon request.

**Is Plan Descriptor Revised?**

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

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

To ensure that all students and teachers have increased access to technology, the LEA will purchase and install two modern Internet connected computers per classroom (4 classrooms yearly), media center computers will be replaced on the state recommended cycle, and will maintain the current inventory of peripherals of 1 data projector per school level (3), 1 printer per classroom (56) and 1 scanner per school level (3). The data network infrastructure will be maintained and supported by publishing a RFP as part of the E-rate process for LAN

maintenance and upgrade of the DHCP server every three years and to provide data/video/VoIP infrastructure for new facilities.

<i>Description</i>	<i>FY 2006-07</i>	<i>FY2007-08</i>	<i>FY2008-09</i>	<i>FY2009-2010</i>
<i>GENERAL FUND (local tax funds &amp; general state appropriations)</i>	12358	60787	12518	75036
<i>Schools Budgets</i>				
<i>Other Local Budget Source</i>				
<i>Schools Budgets</i>				
<i>Other Budget Source (ex. SPLOST, PTA)</i>				
<b>TOTAL General Fund</b>	12358	60787	12518	75036
=====				



# LEA Implementation Plans

Application

**District Name :** Talbot County  
**Fiscal Year :** 2012

**District Code :** 730

Sign Off

NCLB Plan Descriptors Implementation Plans ARRA Funds CLIP Certification

## Performance Goal

Please select an Identified Goal for Improvement

**Selected Goal:** Improve the provision of a free and appropriate public education to students with disabilities.

## Annual Measurable Objective

Please enter Annual Measurable Objective

✓ **B** *I* U ABC [List Icons] A [Color Icon] ab+ ABC ✓

Increase the percentage of students with disabilities who receive their instruction in the general education setting who receive their instruction in the general education setting with appropriate supports and accommodations. School Year < 21% School Year 21-60% From To From To 2006-2007 90.24 90.34 ,2007-2008,9.76 9.86, 2008-2009. 90.34 90.44,2009-2010 9.86 9.96, 2010-2011 90.44 90.54, 2011-2012 9.96

Indicator 12: Decrease the disproportionate representation of students with disabilities due to inappropriate policies, procedures and practices.

## Implementation Plan Descriptions

Please enter Implementation Plan Descriptions

### Actions/Strategies/Interventions or Programs

✓ **B** *I* U ABC [List Icons] A [Color Icon] ab+ ABC ✓

Instructional accommodations/supports based on students' specialized needs. Use of the following specific instructional strategies: A. Time- Adjust work time by: 1. allowing the student to work at a reading or writing assignments for short period of time, followed by another type of activity. 2. setting up a specific schedule for the student so that they know what to expect. 3. giving the student more overall time to complete assignments/examinations. 4. gradually lengthening work periods as student begins to cope. 5. alternating quiet and active time; having short periods of each. 6. allowing adequate time for the student to organize thoughts and responses during class discussions 7. dividing up a long-range assignment into smaller parts. 8. dividing worksheets into several sections, and giving the student one section at a time to complete. 9. providing time the student can come for additional help with homework. B. Learning Styles- adjust the modes by: 1. giving verbal as well as written directions on assignments. 2. taping important reading material for students to listen to as they read a passage. 3. putting assignment directions on tapes. 4. giving student oral rather than written tests. 5. having students use flash cards. 6. integrate use of technology into instruction. C. Learning Environment 1. permitting the student to do work in a quiet corner of the room. 2. placing

student close to teacher/student for help when needed. D. Content- Adjust the type, difficulty, amount and sequences of material by: 1. giving them a lesser amount. 2. breaking assignments down into very short tasks. 3. checking/underlining important facts in textbooks. 4. allowing use of calculators. E. Evaluation - adjust evaluations by: 1. giving them fewer math problems, or study questions. 2. giving oral examinations. 3. allowing students to take tests with the resource teacher. Programs: Reading First and America's Choice Program will be implemented in K-3 and 4-12 (See NCLB Goal 1).

Action/Strategies/ Interventions or Programs /Actions taken to address disproportionality in Talbot County:

Dr.ZelphineSmith-Dixon provided orientation to disproportionality and problematic to administrators and special education coordinator (May 2010) in Atlanta.

A Disproportionality Self-Assessment Protocol was conducted and an Early Services (EIS) Plan written.

Targeted Self-Assessment area(s): Discipline #4 and #9: The school system will receive extensive training on the current data entry system for discipline in order to consistently monitor office referral data pertaining to schoolwide disciplines.

Dr. Zelphine Smith-Dixon provided orientation to disproportionality and problematic behavior to administrators and special education coordinator (May 2010) in Atlanta.

Disproportionality Self-Assessment Protocol was conducted after the orientation and an Early Intervening Services (EIS) Plan was written.

Targeted Self-Assessment Area(s): Discipline #4 and #9: The school system will receive extensive training on the current data entry system for discipline in order to consistently monitor office referral data pertaining to schoolwide discipline.

Target Self- Assessment Area: Discipline #5: Teachers will learn and incorporate effective positive behavior management strategies within the general education classroom. Regular and special education teachers will be trained on effective behavior modification, classroom management and intervention strategies to decrease inappropriate behavior.

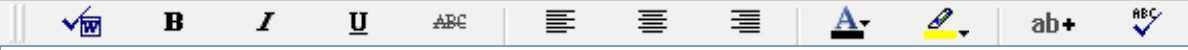
Targeted Self-Assessment Area: Discipline #6: Regular and special education teachers will receive additional training on co-teaching strategies and effective instructional practices implementing the Georgia Performance Standards while differentiating instruction with exceptional students

Targeted Self-Assessment Area: Discipline #5: Teachers will be able to incorporate effective positive behavior management strategies within the general education classroom. Regular and special education teachers will be trained on effective behavior modification, classroom management and intervention strategies to decrease inappropriate behavior.

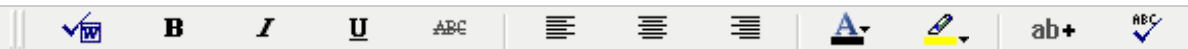
#### GSSP Standards

	<b>B</b>	<i>I</i>	<u>U</u>	ABC						ab+	
N/A											

### Professional Learning


ntiation Instruction Co-Teaching \$600 per PL activity @ 20 teachers \$1200-Title I, Part A, Kurzweil-\$2000, Title II,D, Co-Teaching \$60 @ 11 teachers \$660 PL and Title I Funding Period for all activities- FY2010-2012.
Training on the current data entry system Power-School - Funds Needed, None
eachers will receive professional development training including Ruby Payne's "A Framework for Understanding Poverty" - Funds Needed- None
Teachers will receive professional development on Terri Alderman's "Discipline....a total approach" - Funds Needed- None
Professional Development Training: Behavior Modification, Classroom Management, RTI Strategies Co-teaching and effective instructional practices

### Resources or Materials Needed


Power School Technical Assistance, Office Referrals
Ruby Payne's "A Framework for Understanding Poverty" handouts
Terri Alderman's "Discipline ...a total approach"
Class Keys Classroom Observation Instrument

**Person or Position Responsible for Monitoring and Evaluation**

Sp. Ed. Director, Principal ,Resource Teachers

Administrators and Special Education Director will monitor discipline data entry via Power-School bi-weekly

Principal, Assistant Principal and School Improvement staff will monitor teachers using Class Keys classroom observation instrument

Administrators and School Improvement staff will monitor teachers use of positive behavior strategies using Class Keys classroom observation instrument and Weekly Focus Walks and teacher use of co-teaching strategies, differentiation of instruction

### Timeline For Implementation

Fall 2010-2013

### Means of Evaluation

Focus Walks , Student Work samples , IEP goals

Administrators and Special Education Director will monitor office referrals data pertaining to schoolwide discipline . The data entry system (Power-School) will be monitored bi-weekly to categorize discipline data based on individual students, classes or personnel.

Class Keys Observation Instrument and Weekly Focus Walks

### Monitoring of Intervention

Data from Focus Walks, IEP documentation and daily grades from general education

Bi-weekly discipline data from data entry system Power-School

Data gather from Class Keys Observation Instrument and Focus Walks

### Evidence of Impact

✓ **B** *I* U ABC [List Icons] A [Color Picker] ab+ REC ✓

IEP documentation and general education data

The data entry system, Power-School, will reflect schoolwide discipline referral data with 95 percent accuracy during bi-weekly monitoring.

Teacher office referrals will decrease by 20 percent by the end of the first semester of the 2010-2011 school year

90 percent of satisfactory classroom observation using Class Keys classroom observation instrument















**Are Implementation Plan Descriptions Revised?**

Update

Cancel

### Performance Goals

⚠ Indicates an incomplete Goal    ✓ Indicates plan descriptions are Revised  
Performance Goal

Improve post-school outcomes for students with disabilities.	 
Improve services for young children (ages 3 - 5) with disabilities.	 
✓ Improve the provision of a free and appropriate public education to students with disabilities.	 
Improve compliance with state and federal laws and regulations.	 
All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics	 
All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics	 



All students will be taught by highly qualified teachers



All students will be educated in learning environments that are safe, drug free, and conducive to learning



All students will graduate from high school



Best viewed with Internet Explorer 6.0 or higher and Screen Resolution 1024 x 768 or greater

### Top of Form

## LEA Implementation Plans

Application

**District Name :** Talbot County  
**Fiscal Year :** 2012

**District Code :** 730

Programs Planning Prayer Certification Attachments Audit Trail Coordination  
Print Save Request Revision Sign Off

NCLB Plan Descriptors Implementation Plans ARRA Funds CLIP Certification

### Performance Goal

Please select an Identified Goal for Improvement

**Selected Goal:** All students will be taught by highly qualified teachers

### Annual Measurable Objective

Please enter Annual Measurable Objective

To increase the number of special needs teachers, regular teachers and paraprofessionals meeting standard by becoming highly qualified. School Year 2008-2009, 2009-2010, 2010-2011, 2011-2012. All paraprofessionals are highly qualified.

Regular teachers and special needs teachers from 91.4 to 94.4 from 94.4 to 97.4 from 97.4 to 100.

### Implementation Plan Descriptions

Please enter Implementation Plan Descriptions



#### Actions/Strategies/Interventions or Programs

Non- highly qualified faculty/staff will attend GACE workshops to prepare for the testing option. Teachers will complete course work to become highly qualified.




Remediation Plan To Support Non-HiQ Teachers And Paraprofessionals: Enroll teachers in GaTAPP; Register teachers for GACE ;Reassign teachers according to certification (All paraprofessionals are highly qualified)

Remediation Plans are also required for all teachers with non-renewable non-professional certificates.




**GSSP Standards**

 <b>B</b> <i>I</i> <u>U</u> ABC	☰ ☰ ☰	A ▾ 	ab+ 
N/A			




**Professional Learning**

 <b>B</b> <i>I</i> <u>U</u> ABC	☰ ☰ ☰	A ▾ 	ab+ 
<p>PI workshops for GACE, \$250.00 per session, \$750.00, 3 sessions. Title II, Part A, Various classes needed for HiQ status, \$1300 (GaTAPP), Title II, Part A. FY11-12 Funding period for all activities.</p> <p>PII Incentives and rewards will be provided to highly qualified, experienced teachers to encourage teachers to stay.</p> <p>Fund high-quality induction experiences for all new teachers and principals, including those who enter the profession via alternative routes. Three years of structured mentoring designed to support teachers and principals.</p> <p>Teachers with non-renewable non-professional certificates will take necessary course work and/or GACE for clear renewable certificates Part and Title I).(Funds; Title II,</p>			

**Resources or Materials Needed**

 <b>B</b> <i>I</i> <u>U</u> ABC	☰ ☰ ☰	A ▾ 	ab+ 
<p>GACE Practice Workbooks \$90.00 (per book) x 2= \$180.</p> <p>Provide mentoring training to experienced teachers to assist them in mentoring entry-year teachers.</p> <p>Title II, Part A, Title I and local funds will be used for teacher salary supplements and professional learning activities.</p>			

**Person or Position Responsible for Monitoring and Evaluation**

 <b>B</b> <i>I</i> <u>U</u> ABC	☰ ☰ ☰	A ▾ 	ab+ 
<p>.LEA II-A Coordinator and Asst. Supt. of Curriculum , Administrator ,GaTAPP Coordinator, Principals and Title II, Part A Coordinator will develop remediation plans for</p>			

non-HiQ teachers and will be signed by all.

Remediation plans for all teachers with non-renewable non-professional certifications will be developed by Administrator, Title II, Part A Coordinator and Curriculum Director and will be signed by all.

### Timeline For Implementation

✓ **B** *I* U ABC [List] [List] [List] [A] [Pencil] ab+ ✓ ABC

Fall 2010 - 2012

### Means of Evaluation

✓ **B** *I* U ABC [List] [List] [List] [A] [Pencil] ab+ ✓ ABC

Sign-in Sheets for faculty/staff attending workshops. Transcripts for classes taken and GACE results. Title II, Part A Coordinator and Principals will monitor the progress of each teachers via GaTAPP Coordinator and GACE results also monitor course work and GACE results for all non-renewable non-professional certificated personnel.

### Monitoring of Intervention

✓ **B** *I* U ABC [List] [List] [List] [A] [Pencil] ab+ ✓ ABC

Sign-in Sheets, Course work payment receipts, GACE results, course work transcripts. Title II, Part A Coordinator, Administrator, Asst. Supt. of Curriculum .GaTAPP Corrdinator

### Evidence of Impact

✓ **B** *I* U ABC [List] [List] [List] [A] [Pencil] ab+ ✓ ABC

Scoring and passing on tests. Transcript for courses completed, Completion of GaTAPP program

**Are Implementation Plan Descriptions Revised?**

Update Cancel

### Performance Goals

⚠ Indicates an incomplete Goal ✓ Indicates plan descriptions are Revised

Performance Goal

Improve post-school outcomes for students with disabilities.



Improve services for young children (ages 3 - 5) with disabilities.



Improve the provision of a free and appropriate public education to students with disabilities.



Improve compliance with state and federal laws and regulations.



All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics



All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics



All students will be taught by highly qualified teachers



All students will be educated in learning environments that are safe, drug free, and conducive to learning



All students will graduate from high school

