

## Georgia Department of Education Comprehensive LEA Improvement Plan Rubric

**Description of high-quality student assessments that the LEA and schools will use**

**The LEA is determining the academic needs of its student body**  
LEA describes its comprehensive needs assessment or needs identification process resulting in a good baseline for the LEA to determine the current level of academic achievement across all groups and subgroups of students.

LEA includes statements that describe the process it used to determine the academic needs of its students. The process must include how the LEA disaggregated data by subgroups. Response includes what data was analyzed, how analysis was conducted, the results and how the results were shared with schools and parents. Statements must include how the LEA uses needs assessment data to determine the needs of students

Approved  
 Needs Revision  
Reviewer's Comments:  
SAMPLE RESPONSE:

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

- The Georgia Criterion Reference Competency Tests (CRCT)
- The Iowa Test of Basic Skills
- The Georgia Writing Tests
- The Georgia High School Graduation Test (GHGT) and end of course tests (ECOT)
- Middle Grades Writing Assessment (MWA)
- The Georgia Kindergarten Assessment Program (GKAP).
- The state checklist for eligibility in the Early Intervention Program (EIP)
- The DRA Test for monitoring students in EIP
- CRCT test results are used to determine Title I eligibility for students
- An initial assessment is used to identify students with special needs by the ESS department followed by a comprehensive psychological assessment. The school system evaluates this assessment every three years and, if needed, repeats it.

The System Associate Superintendent examines and disaggregates the test results of all students and subgroups and presents these results in forums to the School Board, local school staff members, parents, and community. Results shared with staff members at the local school level are used for assessment, evaluation, and instructional planning for both individual and group needs. A primary goal of the Office of Professional Learning is the effective use of test results in instruction. In pursuit of this goal, the Office of Professional Learning regularly schedules workshops and meetings to help staff members examine and use test results in student instruction.

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

- Academic performance of all students will continue to improve.
- Reduce the achievement gap on the Georgia High School Graduation Test and the SAT between African-American students and white.
- Reduce the achievement gap by 50% within five years.
- 100% compliance with No Child Left Behind for all schools.
- 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 Criterion-Referenced Competency Test (GCRCT.)
- Increase percentage of students taking Advanced Placement courses.
- Continue to exceed state and national levels for grade 12 SAT scores.
- Increase SAT scores for black students by 100 points.
- Decrease the retention rate for black students.
- Increase by 10% college preparatory diplomas earned by black graduates.
- Increase black student participation in Advanced Placement courses.
- Improve academic skills of at-risk students.

For progress and additional information regarding some of these targeted needs, please see the table below:

**Targets for Strategic Plan Goals**

Goal 1: Improve academic achievement	2002-2003	2003-2004	2004-2005
1. Meet AYP for all schools	2 of 4 schools (Title 1)	7 of 8 schools (all)	7 of 8 schools
2. Increase percentage of third graders	88%	96%	97.1%

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related to safety, drug abuse, and violence.	<b>Goal 1: Improve academic achievement</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>
	reading at grade level to 100%			
	3. Increase percentage of students meeting or exceeding state passing score on GCRCT Reading by 5 points			
	4 <sup>th</sup> grade	83%	85%	92%
	6 <sup>th</sup> grade	78%	82%	92%
	8 <sup>th</sup> grade	82%	87%	90%
	4. Increase percentage of students meeting or exceeding state passing score on GCRCT Math by 5 points			
	4 <sup>th</sup> grade	81%	81%	79%
	6 <sup>th</sup> grade	72%	74%	78%
	8 <sup>th</sup> grade	74%	79%	77%
5. Increase percentage of students meeting or exceeding state passing score on GCRCT Language Arts by 5 points				
4 <sup>th</sup> grade	80%	90%	91%	
5 <sup>th</sup> grade	72%	73%	94%	
6 <sup>th</sup> grade	81%	83%	88%	
6. Increase percentage of students meeting or exceeding state passing score on GCRCT Social Studies by 5 points				
4 <sup>th</sup> grade	83%	90%	94%	
6 <sup>th</sup> grade	87%	91%	92%	
8 <sup>th</sup> grade	80%	88%	89%	
7. Increase percentage of students meeting or exceeding state passing score on GCRCT Science by 5 points				
4 <sup>th</sup> grade	87%	89%	96%	
6 <sup>th</sup> grade	81%	90%	95%	
8 <sup>th</sup> grade	87%	86%	85%	
8. Increase percentage of students taking at least one AP course prior to graduation		22.6%	26.4%	
9. Achieve SAT scores which exceed the state and national averages for 12 <sup>th</sup> graders		SAMPLE SYSTEM 1067 State 987 National 1026	SAMPLE SYSTEM 1050 State 993 National 1028	

This information will be updated each school year and added to the system website at [www.sampleschool@k12.ga.us](http://www.sampleschool@k12.ga.us). These goals from the Strategic Five-Year Plan are in effect until winter 2008. At that time, the system will review and revise the Strategic Plan and goals.

CRCT Testing

Test data for the CRCT state test is disaggregated in a variety of ways including by grades, by subgroups by schools, and by curriculum areas. This disaggregated data is shared with administrators, teaching staff, school board, and community. Needs of subgroups, grade levels, and schools are then addressed by the teaching staff. The first table below indicates all grade levels in 5 curriculum areas of CRCT testing.

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	<p><u>School Safety</u> Student academic assessment data, school attendance, disciplinary information on student and staff infractions, and safety issues will be analyzed each year to determine how to address student needs with regard to safety, drug awareness, violence awareness, bullying awareness, peer mediation, and conflict resolution. In addition to the preceding data, surveys for students, staff, and parents will be administered each spring to determine:</p> <ul style="list-style-type: none"> <li>• Safety Concerns</li> <li>• Frequency and type of safety-related incidents</li> <li>• Frequency and type of drug- and tobacco-related incidents</li> <li>• Evaluation of the system’s overall strategies to determine how to address safety, drug, and violence issues</li> </ul> <p><b><i>Other questions/programs to be sure are included: Are students with disabilities included in the data analysis and planning?</i></b></p>
<p>1. <b>Description of high-quality student academic assessments that the LEA and schools will use</b> LEA describes all assessments used to determine the level of student performance. In addition, the LEA must describe how it is utilizing an approved Home Language Survey. Examples include descriptions of benchmark tests, teacher made tests, rubrics, computerized assessments both stand alone and program integrated.</p> <p>LEA describes what revisions may be needed to the benchmark tests, teacher made tests, rubrics, etc.</p> <p>LEA describes how it is sharing progress with teachers, parents</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Needs Revision Reviewer’s Comments:</p> <p>_____ County Schools uses a number of high quality academic assessments in addition to those identified by the state to determine students’ success:</p> <ul style="list-style-type: none"> <li>• To determine success on standards and progress being made toward meeting standards, and to inform teachers, parents , and students (e.g., state required assessments, benchmark tests, teacher made tests, rubrics, computerized assessments);</li> <li>• To assist in diagnosis, teaching and learning in the classroom (e.g., state required assessments, local or commercial tests and rubrics aligned to standards and curriculum and designed to access students’ specific knowledge base, teacher made tests and rubrics, computerized assessments);</li> <li>• To determine what revisions are needed to projects (e.g., state required assessments, local or commercial tests and rubrics aligned to standards and curriculum and designed to access students’ specific knowledge base, teacher made tests and rubrics, computerized assessments);</li> <li>• To identify students who have difficulty reading (e.g., state required assessments, standardized and other commercially prepared screening and diagnostic instruments, computerized assessments – stand alone, program integrated, and internet based, classroom-based instructional reading assessments and rubrics)</li> </ul> <p><b><i>Other questions/programs to be sure are included: Are students with disabilities included?</i></b></p>

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<b>and students.</b>	
<p>2. <b>Description of how the LEA will participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics</b>          LEA states it will participate in National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics if selected. It includes statements about how the results from NAEP will be used to improve student academic performance.</p>	<p><input type="checkbox"/> Approved  <input type="checkbox"/> Needs Revision          Reviewer's Comments:</p> <p>_____ County Schools has participated in the National Assessment of Educational Progress in the past and will be happy to do so again if we are selected. The information compiled from the NAEP assessment is very valuable. All our Principals, Assistant Principals and Instructional Coaches have been trained in ways to use the NAEP website and the data it contains to help teachers write good assessments.</p>
<p>3. <b>Role of Technology</b>          LEA describes its technology goals, objectives, strategies, and provides evidence of how it shares progress with teachers, parents and students. LEA includes statements about how it is marketing the necessary role of integrating technology into classroom instruction and student learning to improve student achievement. The</p>	<p><input type="checkbox"/> Approved  <input type="checkbox"/> Needs Revision          Reviewer's Comments:</p> <p>Sample Response:          Goals, Benchmarks, and Action Plan</p> <p>The technology system goals are developed as part of the System Technology Planning process and are in line with the School Improvement Plan. As a new Strategic Plan is developed, these goals will be incorporated in that plan as well. Every year each goal will be reviewed and it will be decided if the goal has been met. For each goal not completed, a committee of key stakeholders will decide if the goal is still a worthwhile goal and will decide to maintain the goal as written or make modifications. The goals are clear tangible projects so that it is easy to determine if the goal has been accomplished.</p> <p>Each goal includes an evaluation procedure to determine if that goal has been met. Some evaluation procedures include evidence that equipment has been purchased and installed. Some evaluation procedures include documentation such as the date, time, participants, and content of staff training. Additional evaluation procedures will include a review of the Georgia State Hardware Inventory. The data from this inventory will be analyzed in order to compare equipment in our school district to what other districts are reporting. It will also help us monitor that equal access is being maintained at all of our schools and in all classrooms including those for special programs such as ESOL, EIP, and special education.</p> <p>State law now requires that all certified staff members to demonstrate technology skills. As of this</p>

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<p>LEA includes statements about how technology will be used to encourage broad stakeholder involvement.</p>	<p>writing, 98% of all certified staff members have met this goal. Only teachers who are not returning in 2006-2007 have not yet met the requirement. As new certified staff members are added, the Professional Development Department and the Instructional Technology Specialist will work with teachers to make sure they have ample opportunity to meet this goal.</p> <p>The final component of our evaluation plan involves analysis of high school graduates and Math and English Language Arts scores required for meeting Adequate Yearly Progress (AYP). Our goal is to have each school make AYP, to see a higher percentage of high school graduates, and to see a higher percentage of students meet or exceed the academic requirements in Math and English Language Arts based on the Georgia Criterion-Referenced Competency Test (CRCT). Actual graduate information and test scores will serve as the primary basis for evaluation. As part of the analysis, we will look at the number of students who took advantage of the Georgia Online Assessment System in preparation for the CRCT tests.</p> <p>The goals, benchmarks, and action plan will be evaluated each year and changes made according to need and availability of funds.</p> <p><u>Access to Technology and System Readiness</u></p> <ol style="list-style-type: none"> <li>1. Provide a minimum of two wireless mobile laptop carts at each school by August 2009.             <ol style="list-style-type: none"> <li>a. Sample School/Sixth Grade Academy has mobile labs throughout the school at a rate of two carts of 16 laptops each per team. By August 2006, add 120 laptops for use by students in the Sixth Grade Magnet Program at a ratio of 1:1.</li> <li>b. Add 120 laptops for the 7<sup>th</sup> grade by August 2007 to accommodate expansion of magnet program.</li> <li>c. Add 120 laptops for the 8<sup>th</sup> grade by August 2007 to accommodate expansion of magnet program.</li> <li>d. Sample School/Middle School has two wireless mobile laptop carts at the present time. By August 2007, it is the goal to have mobile labs throughout Sample School/Middle School.</li> <li>e. Sample School/High School has one wireless mobile laptop cart at the current time. Two additional wireless mobile laptop carts have been ordered and will be in place by August 2006 for a specific science classroom. In addition, two wireless access points will be added in the Media Center for use by students and teachers. These additions will be funded by the DOE FY06 Wireless Grant (\$75,000).</li> <li>f. By August 2008, provide a minimum of two wireless mobile laptop carts for elementary school to be used by fifth grade classes. One elementary school, Sample School/Center for Advanced Academics (MCAA), has tablet PCs for each student, so no laptop carts will be added here. One other elementary school (Lockheed) has one wireless laptop cart. One wireless laptop cart will be added for Lockheed, and the remaining six elementary schools without wireless laptop carts will be provided with two carts each to be used primarily by fifth grade classes.</li> <li>g. By August 2009, provide additional wireless mobile laptop carts at seven elementary schools to be used by fourth grade classes. These will not be needed at MCAA.</li> </ol> </li> <li>2. Upgrade network             <ol style="list-style-type: none"> <li>a. By August 2006, upgrade network from 10MBs to 100MBs between each school and Central Office</li> <li>b. Upgrade switches in schools as needed. Five schools have been completed. Upgrade switches in additional schools at the rate of three per year or as funds permit.</li> </ol> </li> <li>3. Add whole-school wireless networks to two schools.</li> <li>4. Replace Technical Assistants with A+ Certified Technical Support Specialists at each school. As technology is increased and becomes more sophisticated, it is necessary to raise the level of technical support.             <ol style="list-style-type: none"> <li>a. Two schools already have Technical Support Specialists; nine schools currently have Technical Assistants. It is expected that the Technical Assistant positions will be discontinued, and that Technical Support Specialists will be hired.</li> </ol> </li> <li>5. Create 21<sup>st</sup> Century Classrooms – interactive projection device to include an interactive</li> </ol>
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whiteboard, symposium-style presentation tool, or tablet PC; instant response systems; and graphing calculators as required by GPS

### Instructional Uses of Technology and System Readiness

1. Increase percentage of high school graduates
2. Increase CRCT test scores in Math and English Language Arts
3. Utilize interactive projection devices, peripherals, and the Internet in classroom instruction
4. Evaluate student e-mail, blogging, and podcasting
5. Expand integration of GPS technology standards into daily lesson plans
6. Encourage use of data analysis system by teachers

### Administrative Uses of Technology

1. Establish intranet for use within school system – include resource links, business forms, human resources forms, tech repair requests, professional development listings, policies, etc.
2. Evaluate use of laptops by all certified staff (Assistant Principals, Counselors, Media Specialists)
3. Provide online professional development opportunities

### Parent/Community Uses of Technology

1. Expand use of I-Parent, a program which allows parents to access their student's schedule, attendance, and grades
2. Spread the word about teacher web pages
3. Establish workshops for non-English speaking parents to introduce them to I-Parent and assist them with account set up
4. Initiate system-wide ways of communication – for example, send anything having to do with ESOL students on green paper so that parents would come to look for recognize such communication
5. Make computer labs available to parents who do not have access at home
6. Establish links for parent resources
7. Research and evaluate potential ways to bridge the digital divide
  - a. As parents attend technology workshops, make sure they are aware of the library system and provide forms necessary for them to receive library cards. Make sure they know this is a free service.
  - b. Talk with city representatives and leaders in the community about possible ways to provide Internet access for more parents

Communicating information, progress, evaluation results to others including parents, community, staff, and students, and the role of technology is accomplished in the following ways, but not limited to only these:

- School district website
- School intranet for staff
- School websites
- Classroom websites
- System Report Card- two page pamphlet with highlights of system's accomplishments including test results
- Annual Board Report- published book with past achievements in all areas with emphasis on instruction for the past school year and goals to achieve in the current school year made available to staff, parents, and community
- System-wide newsletters including the Community and Public Relations Department's electronic newsletter
- School newsletters

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- Classroom newsletters
- School programs and PTA meetings
- Demonstrations, displays, and presentations to the school board, outside community groups, from school to school, and parent groups
- System-wide technology committee meetings with parent/community representation
- Technology and curriculum conference presentations by CSD staff members

Through these communication techniques, the importance of student achievement of state and system curriculum standards is emphasized in all communications and used as the filter to share progress, information, and results.

Evaluation results including test scores are published on the system website with events, announcements, and accomplishments of the system and schools.

Users are informed of the support of technology as an effective tool to provide rigorous, engaging, and authentic learning experiences and impact on instruction in different ways.

- Teachers are informed through:
  - Professional learning sessions that spotlight immediate technology uses to support instruction and uses that may require more training, more support, and more equipment. Immediate technology uses could include:
    - File of linked websites targeting their specific instructional needs
    - Ready to use presentations in need of minimum personalization or none
    - Equipment ready for a project with a complete how-to with visuals
    - List of quick, usable integration ideas
    - Friendly, effective support of the site based media/instructional technology specialist
  - Staff email contact
  - Internet and intranet
  - Newsletters-paper and electronic
  - Focus and study groups
  - Media/Instructional staff
- Parents and community members are informed and encouraged to become actively involved in the technology planning and initiatives through
  - School webpage postings of students projects with visuals of finished products and information
  - CD's with completed projects such as iMovies
  - Newsletter articles sharing updates on technology related projects
  - Invitations to school or classroom digital presentations illustrating completion of instructional projects
  - Technology sessions that not only show completed student projects and, but also allow the parents and community to have hands-on experiences with students as teachers
  - Electronic field trips after students return through pictures and video
  - Entering a technology rich environment with technology in use by students and teachers

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

- Formal surveys
- Anecdotal evidence shared with school employees
- Written evaluations of technology sessions
- Written evaluations of designated technology programs or components (example- 21<sup>st</sup> CCLC after school parent events)

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	<p><i>Other questions/programs to be sure are included: Are teachers and programs for students with disabilities included?</i></p>
<p>4. <b>Description of how the LEA will provide additional educational assistance to individual students not meeting standards</b> LEA lists the strategies it will use to provide additional assistance to disadvantaged students. Examples include extended day and extended year programs, flexible grouping, class size reduction, parent programs, computer assisted programs and tailored instruction for specific groups e.g. ELL.</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Needs Revision Reviewer's Comments:</p> <p>Data is disaggregated to enable teachers and school leaders to identify which students need specific help to either meet or exceed standards. Currently we have 19 ELL students, five of whom are immigrants. These students are served by the ESOL teacher in a pull-out format. Currently we have no migrant students. Many strategies are used to ensure that the needs of disadvantaged students are identified and met.</p> <p>Strategies include:</p> <ul style="list-style-type: none"> <li>● Data Disaggregation during the preplanning Data Day and curriculum meetings throughout the year.</li> <li>● The Student Tracking Sheet is the vehicle for meshing data and using it to improve student progress.</li> <li>● Six-week after-school sessions are held twice per year for students in grades 3-5, 6-8 and 11-12.</li> <li>● Summer school sessions are held for students in grades 3-5, 6-8 and 11-12 grades who have failed on or more portions of the CRCT or GHSGT.</li> <li>● Credit recovery sessions using Nova Net are held at the high school throughout the year during zero and 7<sup>th</sup> periods as well as in evening sessions and summer school.</li> <li>● Approximately 10-15 seats at _____ Alternative School are saved for students with no discipline issues but who need to use Nova Net's credit recovery to get back on academic track and graduate on time.</li> <li>● Funds from Title I, state Extension and 4-8 Reading grants are pooled to support the before and after school and summer school programs.</li> <li>● The 21<sup>st</sup> Century Community Learning Center programs provide additional resources for after-school and summer remediation for disadvantaged and special needs children.</li> <li>● One of the elementary schools has an AR grant through the Save the Children foundation which assist disadvantaged children in grades 4 and 5 access quality reading materials.</li> <li>● Two retired math teachers are hired as tutors to work with students in jeopardy in grade 8 and 11<sup>th</sup> grade math and 9<sup>th</sup> grade Algebra I. Students are pulled out of electives for short periods of time to focus on specific skills.</li> <li>● Even though we do not earn enough money for one, we provide a full-time ESOL teacher.</li> <li>● Each school has a lead Sped teacher who coordinates work among teachers in the school and between the school and the central office. The Sped lead teachers meet monthly with the Director of Sped to ensure continuity between schools and to maintain a focus on rigorous curriculum and accurate assessment.</li> <li>● All SpEd teachers attend the same LFS, DI and GPS training as regular education teachers.</li> </ul>



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	<ul style="list-style-type: none"> <li>● SpEd teachers are included in all curriculum workshops and are expected to use the same GPS units as their counterparts in regular education.</li> <li>● We have increased the number of co-teach classrooms and whenever possible, keep the SpEd students in the regular education classroom to ensure that they have the opportunity to learn the same material as other children.</li> <li>● Both middle schools use flexible grouping based on CRCT domains and benchmarks to schedule students during their 30 minute Extended Learning Time (ELT) block.</li> <li>● The system technology plan lays out the order in which teacher workstations and student computer terminals will be upgraded and replaced. The system provides schools with ActivBoard set-ups each year on a matching basis which encourages schools to spend additional school level instructional or PTO funds on technology.</li> <li>● We use Title I and II funds to reduce class size in the elementary schools.</li> <li>● We use Title I funds to hire two full-time Parent Coordinators each of whom serves a one middle and one elementary school.</li> </ul> <p><i>Other questions/programs to be sure are included: Are students with disabilities included?</i></p>
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<p>5. <b>Description of the strategies the LEA will use to coordinate all federal programs to provide professional learning on the integration of technology into the curriculum and instruction</b> LEA has statements describing how it administers professional learning to show staff how to integrate technology into the curriculum and instruction. Examples include timeline for purchasing technology, description of currently available technology tools,</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"><input type="checkbox"/></td> <td>Approved</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Needs Revision</td> </tr> </table> <p>Reviewer's Comments:</p> <p>_____ County 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, an ActivBoard panel and ActiVotes as standard equipment in trainings.</p> <p>Because we have a large number of ActivBoards at all grade levels, we hold classes during the summer to assist teaches to understand how to use the technology and give them the time to produce the flip charts they will need next year. For example, in June and July 2006 we held three separate ActivBoard sessions.</p> <p>The high school offers credit recovery and initial credit courses using NovaNet and the ????. Although less than ten students took advantage of that opportunity in the 2005-2006 school year, we anticipate there will be at least a 30% annual increase over the next three years.</p> <p>We have a Director of Instructional Technology at the central office level and three technicians based in the schools. The director works with the Assistant Superintendent for Instruction to write and deliver professional learning. Some training, such as the ActivBoard training described above, is done in a PLU course format and at other times it is delivered in a job-embedded just-in-time process. To do this they deliver short training sessions that show teachers exactly what they need for a specific task. The sessions are repeated approximately every 4-6 weeks to give teachers time to practice and internalize the skill before moving on.</p>	<input type="checkbox"/>	Approved	<input type="checkbox"/>	Needs Revision
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<p>distance learning opportunities, and a description of personnel responsible for technology purchases and activities. LEA provides percentage of teachers and administrators who are technologically literate. LEA describes methods used to assess technological literacy and steps being taken to increase this percentage.</p>	<p><i>Other questions/programs to be sure are included: Are programs, personnel and classrooms for students with disabilities included?</i></p>
<p>6. <b>8<sup>th</sup> grade technology literacy</b> The goal and objectives for student technology literacy are clearly stated by the LEA. LEA describes tools being used to assess student technological skills. LEA provides an estimation of students' school-based experiences or proficiencies with technology skills for each grade or band of grades (K-12). There is a clear description of technology skills targeted for each grade or band of grades, so all students are technologically literate by the end</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Needs Revision Reviewer's Comments:</p> <p>It is clear that technology will become an ever-increasing facet of daily life. It is essential, therefore, that if we are to prepare our students for their lives after high school, we need to ensure that they are as technologically literate as possible. Both elementary and middle schools are Schoolwide Title I schools. The school wide model has allowed us to implement technology systematically and equitably throughout the schools in Kindergarten through 8<sup>th</sup> grade. We have used Title I, Title IIA, Title IID and Title V funds to move the professional learning of technology forward in a seamless manner. Three-year technology goals and targets were established as part of the system technology plan. These goals and targets were then incorporated into the system and schools Continuous Improvement Plans (CIP) after which funding sources were assigned. So, for example, we may have used Title I funds to purchase a model classroom and Title IIA funds to provide training. Or, we purchased ActivBoards with Title IID funds and used state professional learning funds to provide substitutes so that teachers could attend training.</p> <p>One of the ironies we work around is that most students are more literate than their teachers. We are, therefore, starting to introduce some technologies directly to students. For example, in the spring of 2006 we purchased video equipment for each school and trained several teachers to use it. Starting in the 2006-2007 school year the trained teachers will hold Saturday classes for students interested in learning how to video and edit videos. They will then be able to use that ability to produce performance tasks in response to their GPS units.</p> <p>Media Specialists are keys to the integration of technology. They work hard to teach teachers ways to use technology to assess and display student work. Through the drive of the media specialists we started taking part in the state Media Festival three years ago. Since then we have had at least one entry each year go to the International level. This success has encouraged other teachers and students to become interested in using technology more creatively. Our Special Education teachers have been particularly creative in using technology to differentiate instruction.</p> <p>During the 2004-2005 school year each media specialist made technology literacy goals available to teachers through the media center. During the 2005-2006 school year media specialists started offering mini-sessions on the standards to ensure that all teachers understood what was expected of</p>

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<p>of the 8<sup>th</sup> grade.</p>	<p>each child at each grade level, culminating with proficiency in 8<sup>th</sup> grade. In the 2006-2007 school year technology standards will be integrated into the GPS units during the writing and revising process.</p> <p>The level of student technology has been measured to date by teacher observation and student self-assessment on the annual perception surveys. Starting with the 2006-2007 school year, the level of student technology literacy will also be measured through the GPS performance tasks.</p>
<p>7. <b>Description of how LEAs will ensure funds are spent on scientifically and/or evidence-based practices and products</b> LEA has describes the process it uses to ensure that funds are spent only on those products and services with proven results. The LEA includes statements about the research it conducted on the products it is purchasing, the research on any consultants used to provide services. It describes a process of professional learning that is not a one-day workshop or motivational session; it describes professional learning as on-going, classroom-based, coaching and mentoring for teachers. LEA outlines professional development plan and timeline that</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Needs Revision</p> <p>Reviewer's Comments:</p> <p>_____ County has a specific process for identifying, selecting and purchasing instructional materials. All materials must have a firm research-base and track record. Schools wishing to make major purchases can only do so with the agreement of the central office and after a rigorous screening process. When we identify that we need additional resources we scan the market to see what is available that fits our needs and then typically visit schools or districts where it is in place. We only allow vendors to come into the system to demonstrate their programs at our request. Whenever possible, we run a pilot of the program to ensure that it matches our technical platform and our instructional needs. For example, in 2005-2006 we identified that we need a more rigorous instructional technology program at the middle schools. During the 2006-2007 school year we will be running pilots of two programs that seem to meet our needs. The final selection of program will rest with teachers based on the data that they have gathered during the pilots.</p> <p>Having purchased materials or technology we follow a lengthy training process. Typically we hold an informational training session for principals, assistant principals and instructional coaches. This is followed up by an in-depth training for teachers and instructional coaches. We often bring the trainer back after a few weeks to work with the instructional coaches because by that time questions and issues have started to arise. The instructional coaches usually begin doing job-embedded sessions after the new product or technology has been in place for two to three months. They are on the spot and ready to help teachers when they need specific, individual help and they can address common issues during the common planning time meetings.</p> <p>_____ County adopted the twelve NSDC standards for professional learning during the 2001-2002 school year. We then established a goal of creating a baseline of expected instructional expertise and vocabulary across the system that would support vertical and horizontal teaming that would in turn support student learning at all levels. We identified programs and trainers who matched our needs and put in place a consistent training regimen for all certificated staff. In 2002-2003 we started offering Learning Focused Schools (LFS) training to all teachers. This was continued in 2003-2004 and in 2004-2005 we added Differentiated Instruction for all teachers. Currently we have over 90% of all staff trained in LFS and over 70% trained in DI. In the 2006-2007 school year we will reduce the number of classes taught to one per year and concentrate on a job-embedded course for all teachers. This class will involve on-going classroom based mentoring and peer-coaching that concentrates on the application of DI and LFS in the classroom level. Teachers who are teaching GPS subjects will also be expected to incorporate GPS strategies in that process.</p> <p>The previous example addresses how we are raising student achievement by an increased focus on the instructional practices of all teachers. There are times, however, when specific content information needs to be addressed. Specific groups that have been targeted include 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 programs including Choices, Mendez and Too Good for Drugs. Middle school gifted teachers have been trained on the Great Books and have spent the 2005-6 school year incorporating what they learned into the 8<sup>th</sup> grade ELA GPS units. We have been adding at least one AP class per year at the high school level and this has meant that</p>

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<p>matches the needs of students. For example, if the LEA has only 43 percent of its students achieving standards at 4<sup>th</sup> grade in mathematics, professional learning should include evidence-based practices for improving mathematics, for example, rather than reading.</p> <p>LEA describes its process for providing technical assistance to schools, so programs purchased are scientifically based and/or evidence-based. The LEA must include professional learning on the Principles of Effectiveness for Safe and Drug-Free schools. LEA discusses how its professional learning is aligned with nationally established criteria and helps teachers target their instructional practices towards QCC/GPS standards.</p>	<p>we have been sending groups of teachers for AP training during the summer and then having them collaborate during the following year to develop their units.</p> <p>The 2005-2006 CRCT results clearly showed that we need to address our Social Studies curriculum, particularly in 8<sup>th</sup> 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 I of Social Studies GPS implementation in grades 6-12. The area of greatest ECOCT weakness is also in Social Studies which underscores the need for a thorough curriculum review.</p>
<p>8. <b>Coordination and integration of services with other education services</b> LEA provides examples of how</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Needs Revision</p> <p>Reviewer's Comments:</p> <p>The Assistant Superintendent for Teaching and Learning is also responsible for Title I, Title II, ESOL, Title IV, Title V and professional learning which makes coordination of timelines, budgets and programming extremely easy and efficient. Every Monday morning the Special Education</p>

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<p>it is <b>coordinating and integrating services under federal programs.</b> Examples include timelines, personnel responsible for integration, and sample projects.</p>	<p>Director, responsible for Title VIB, and the Instructional Technology Director, responsible for Title II D Wireless grants, meet for 45 minutes before the system cabinet meeting to align projects and identify needs, gaps or overlaps.</p> <p>The roll-out of the _____ County Framework for Success is an example of the integration of several federal programs working together. We have taken the one-dimensional Pyramid of Intervention and made a three-dimensional model that shows teachers how the separate initiatives work and flow together. The model was developed in cooperation with regular education teachers, special education teachers, counselors and instructional Title I coaches. It incorporates strategies on behavior, and communication as well as instruction, assessment and curriculum. Teachers who have seen the presentation have found the model to be very helpful.</p> <p>The county has five schools; the two elementary and the two middle schools are Title I Schoolwide schools. The schoolwide model has enabled us to coordinate and integrate programs, services and funding sources in a seamless manner. Both elementary schools have Instructional Coaches fully funded through Title I while the two middle schools have coaches who are funded half through Title I and half through local funds. Part of their job description is to help teachers integrate technology purchased through Title IIA and Title IID into the instructional program. They are also responsible for working with state-sponsored initiatives such as textbook adoption and the GPS roll-out.</p> <p><b><i>Other questions/programs to be sure are included: Are students with disabilities included?</i></b></p>
<p>9. <b>Prevention of violence, drug and tobacco use-</b> LEA <b>describes drug, violence and tobacco use programs/</b>activities implemented in its schools that are <b>based on two state goals</b> and meet the <b>Principles of Effectiveness.</b> Safe and Drug-Free Schools and Communities (SDFSC) programs/activities are based on <b>assessment data</b> thereby assuring a safe/orderly and drug-free learning environment. The SDFSC Program collaborates with various community entities (including parents,</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Needs Revision</p> <p>Reviewer's Comments:</p> <p>_____ County is part of the Middle Georgia RESA Safe and Drug Free Schools and Communities consortium. Most of the drug, violence and tobacco standards are incorporated into the science and health curriculums. Specific research-based programs have been selected based on needs identified through the annual SADFSC Survey. In addition we have worked with private and public agencies and civic groups to implement additional programs.</p> <p>The following drug and safety programs are in place throughout the system and integrated into the regular curriculum by teachers:</p> <ul style="list-style-type: none"> <li>● Good Touch – Bad Touch</li> <li>● Mendez</li> <li>● Too Good for Drugs</li> <li>● Botvin Life Skills</li> </ul> <p>The following life-style and decision-based programs are presented by our partners:</p> <ul style="list-style-type: none"> <li>● Choices (Presented to 7<sup>th</sup> grade and alternative school students by Rotary members)</li> <li>● Future Focus (Presented to 8<sup>th</sup> graders in partnership with Central Georgia technical College)</li> <li>● Choosing the Best (Presented by health educators from The Pregnancy Center to eighth grade students)</li> <li>● Choosing the Best- Soul Mate (Presented by health educators from The Pregnancy</li> </ul>

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<p>community leaders and school officials). LEA will share assessment data results with teachers, parents, community entities, etc.</p>	<p style="text-align: center;">Center to twelfth grade students)</p>
<p>10. <b>Poverty and school eligibility criteria-</b> LEA describes the poverty criteria e.g. free and reduced lunch that it uses to select attendance areas or schools eligible for funding under Title I A. LEA indicates if it has grouped attendance areas or schools by grade span for those schools that have a poverty rate of less than 75%.</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Needs Revision Reviewer's Comments:</p> <p>_____ County Schools uses rank order, or grade span ranking to rank schools below 75% free/reduced meals status.</p>
<p>11. <b>Identification of eligible children most in need of services in Title I targeted assistance schools</b> LEA includes the selection criteria it uses to select Title I students. The LEA must use multiple criteria, for example, teacher recommendation, state assessment scores, local assessment scores, other academic student achievement data.</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Needs Revision Reviewer's Comments:</p> <p>_____ County Schools use a multiple selection criteria to identify eligible students and to rank order eligible students. Teacher recommendation criteria are combined with a ranking of CRCT and GHSGT.</p>

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<p>12. <b>General description of instructional programs-</b> LEA describes the instructional programs that will be used for all children and specifically giving examples for schoolwide programs, targeted assistance programs, programs for students in neglected and delinquent institutions, and students otherwise defined as neglected and delinquent, students that with limited English proficiency. The LEA must describe Safe and Drug-Free School programs that meet the Principles of Effectiveness. Examples include computer-aided instruction, class size reduction models, classroom management strategies, strategies on how LEP students are given meaningful access to the system-wide educational program, and paraprofessionals. The LEA provides statements that student services are supplementary</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Needs Revision</p> <p>Reviewer's Comments:</p> <p>All four of the elementary and middle schools are Title I Schoolwide schools which enables us to implement instructional programs systematically throughout the schools. Specific strategies vary by school level. After-school sessions and summer sessions are held for students in grades 3 through 12 who are at risk of failing math or reading. Student progress is measured using the Student Tracking Sheet. Students are given benchmark tests three times a year and common assessments are given at the end of each unit or nine weeks in math and reading/English language arts K-12 and in science and social studies in grades 6-12.</p> <p>1. Elementary School:</p> <p>We use the _____ County Literacy Initiative in grades K-5 to ensure a balanced reading program is taught to all students. We use Math Their Way and Math A Way of Thinking to teach students the underlying structure of mathematics. Supplemental math units were developed to bridge the QCC to GPS gap between 5<sup>th</sup> and 6<sup>th</sup> grade.</p> <p>Instruction in both reading and math is supplemented by RiverDeep software which students access through the computer lab. Head Sprout is a software program used specifically with language delayed students in the very early grades.</p> <p>2. Middle School</p> <p>The middle schools start their day with a 30 minute Extended Learning Time (ELT) block that is devoted to enrichment or remediation in math and reading/English language arts. Students are placed in flexible groups according to their performance on particular CRCT domains. Teachers have received training on the use of math manipulatives and will increasingly include them in their teaching units. Supplemental math units were developed to bridge the QCC to GPS gap between 5<sup>th</sup> and 6<sup>th</sup> grade and 6<sup>th</sup> and 7<sup>th</sup> grade. The English teachers have constructed and revised GPS units and assessments.</p> <p>RiverDeep is in use as a supplemental program. Reading Plus and iLearn Math are used with bubble Students to increase their chances of success. Two pilot programs will be operated in the fall of 2006 to identify a larger software program that will be sufficiently deep to enrich high performing students as well as remediate those in need of help. During the spring, two retired teachers are used in a part-time basis to tutor students who are at risk of failing using a double-dip approach.</p> <p>Connections classes are used to assist students to broaden their skills and to begin to develop career goals. Technology, business, art, home arts, band and chorus are offered at both schools in a non-discriminatory manner.</p> <p>3. High School</p> <p>The high school operates on a traditional six-period day but also offers zero and 7<sup>th</sup> period classes for students who need to recover credit. In addition, a fee-based evening and summer school is available for initial credit and credit recovery. Because ninth grade Algebra I is such a critical class, the math department made an extensive study of successful algebra instructional models. As a result, they have adopted Algebra for Mastery and will spend two weeks in the summer of 2006 writing performance units based on this model. After an analysis of other successful high schools, the English department restructured the way it offers honor classes. The high school continues to add additional AP classes and to encourage minority participation in those classes. Currently seven AP classes are offered and the minority participation rate has jumped considerably in the last three years. During the spring, two retired teachers are used in a part-time basis to tutor students who are at risk of failing the GHSGT using a double-dip approach. In the spring of 2005, 100% of those students tutored in math past the math portion of the GHSGT.</p> <p>A wide array of vocational programs is available to students on a non-tracked and non-discriminatory basis. These include health occupations, business, technology, agriculture,</p>
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<p>to the instructional services required of each school and paid with QBE funds. For example, the LEA should clearly state that QBE funds will be used to fund the programs and staff required by QBE.</p>	<p>automotive, and construction. The health occupations program is already industry certified. The business department will complete their requirements for industry certification in the fall of 2006. The automotive and construction departments will follow suit and should be ready in the fall of 2007.</p> <p>General Program Information</p> <p>QBE funds will be used to fund the program and staff required by QBE. In addition, local funds will be used to supplement QBE funds to reduce class size, provide paraprofessionals and to provide additional instructional materials. Title II funds will be used to reduce class size and to provide professional learning to teachers.</p> <p>Title I funds will be used in a supplementary manner to further reduce class size at the elementary level and to provide additional support services including paraprofessionals in the elementary computer labs, and Parent Coordinators and Instructional Coaches for elementary and middle schools. Schools will use their Title I instructional materials to purchase high-quality, research-based materials that will supplement materials supplied through local and QBE funding.</p> <p>ESOL students will be served using a pull-out model by a locally-funded ESOL certified teacher. The Rosetta Stone was purchased through Title I this year to supplement the instructional program and materials currently in use.</p> <p>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.</p> <p>Student services are provided through counselors and the school social worker. These programs are supplemental to the required instructional services and are paid for with QBE and local funds.</p> <p>No schools for neglected or delinquent students are located in _____ County.</p> <p><b><i>Other questions/programs to be sure are included: Are students with disabilities included?</i></b></p>
<p>13. <b>Services provided to homeless children</b> LEA describes its process and procedures to locate and serve homeless children and youth, how it works with other appropriate agencies to locate and serve homeless children and the services it provides to homeless children including services above the normal services provided under Title I.</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Needs Revision</p> <p>Reviewer's Comments:</p> <p>We currently have no students 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 is the key liaison between all of the social service and community and civic groups who can bring resources to bear on the issue of homelessness. This was demonstrated when we had evacuees from Katrina locate temporarily in the county. The school social worker was able to bring community and school resource together to meet the needs of children and their families.</p> <p>_____ 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 the police department. We have a Care Cottage that is administered jointly through DFACS and the Sheriff's Department which is used for the emergency care of minors. Both of these resources were used for the Katrina evacuees.</p> <p>Because we know that there has to be sensitivity towards recognizing the difficulties of homeless children, we include on-going training in our professional learning plan. For example, during the spring of 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 enrolment, documentation and providing support and assistance.</p>



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<p>LEA identifies specific processes it uses to identify skills gaps and how it provides instructional services based on students' needs. LEA includes specific data and information used in needs analysis as well as summary analysis of the results. The LEA must include a statement on how policies were developed to ensure homeless children and youth are will not be isolated or stigmatized. Examples may include statements on training provided to staff and teachers about the LEAs obligation to serve homeless children and youth.</p>	
<p>14. <b>Parental Involvement</b> LEA lists the state and local government representatives, schools, parents, teachers, and students who participated on the development of the policy/plan. The LEA describes how it will coordinate with and provide training for Title I schools staff to make sure parents are informed</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Needs Revision Reviewer's Comments:</p> <p>SAMPLE: Duck County School system included the mayor of Mallard, the state representative for Duck county, a teacher of 3<sup>rd</sup> grade, a teacher of 8<sup>th</sup> grade, a high school teacher, two high school students (one a special education), five parents, our parent mentor (for special education), the superintendent, the curriculum director, the director of guidance and the special education director in the development of our parent involvement plan. The system will hire a parent mentor for Title I, similar to our special education parent mentor, and they will work as a team to provide parent information/welcome sessions at each of our schools in the month of September. In addition, the parent mentors will visit each Head Start and DECAL program within the system and offer parent information sessions. Surveys of parents will be conducted at each informational session. As a result of survey information, system committee will meet to review and define specific activities for the remainder of the year but will include one of the research based activities: parent university, parent tutors at school or other parent involvement programs. All activities conducted will have a data collection component built in for evaluation. Our partners at the university will conduct our evaluation. The committee will finalize the parent involvement brochure in September and distribute to all students by October 15<sup>th</sup>.</p>

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<p>about and participate in the school. The LEA must discuss how it will link with Head Start, Reading First, Even Start, and state operated preschool programs. The LEA must state that it will evaluate annually the policy/plan and it must describe how the plan will be evaluated, for example, will the LEA conduct surveys, will the LEA hire an evaluator, when will the evaluation be conducted, how will the LEA use the data to revise its plan. The LEA must list the specific activities it will conduct to involve parents in school activities. The LEA must state that it will distribute its policy and it must state how and when the distribution will occur.</p>	<p><i>Other questions/programs to be sure are included: Are programs for students with disabilities included?</i></p>
<p>15. <b>Assistance to Needs Improvement Schools</b> LEA describes the assistance it provides to its Needs Improvement (NI) schools. It discusses how the school</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Needs Revision Reviewer's Comments: Duck County Schools provides support to all Needs Improvement schools. Alignment of school goals to the system goals ensures that professional development will be provided in areas of assessed need for the school. Duck County supports the NI schools by providing assistance in the development of the corrective action/restructuring plans from central office curriculum coordinators, as well as assistance in budget development and planning from federal program coordinators. Professional development was offered system-wide for implementing co-teaching in the NI schools to improve student achievement for SWD students. Professional learning and assistance with data utilization to inform instructional decisions has been conducted at each NI school. Through the analysis of data, the NI schools revise the SIP annually to address identified target areas based on AYP data and school collected data. Resources</p>

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<p>improvement plan, the corrective action plan, the restructuring plan was developed, what support was provided to the schools, what training and professional learning was provided. The LEA discusses how it will incorporate the state's scientifically based research school improvement process. The LEA should discuss how it provides guidance in developing or revising school improvement plans, its process for peer review of school improvement plans, and how it monitors the implementation of school improvement plans.</p>	<p>such as <i>The School Improvement Fieldbook</i> are provided to outline the continuous school improvement process. The School Improvement Division of the State Dept. of Education provided training on the SI process and resources for data analysis to assist with the planning process. Central Office staff, in addition to the school leadership team, monitors the implementation of the SIP through the regular use of school-wide awareness walks, and team meetings to report on the progress of the strategies and interventions noted in the SIP. Data must be provided to show the impact of the intervention/strategy on student achievement. Formative assessment results provide evidence of progress toward goals (i.e. benchmark assessments every nine weeks, teacher-made tests, student portfolios, data displays, etc.). Leadership development opportunities are offered and time is provided by the system to allow principals and leadership teams to attend. Mentors from non-NI schools are provided to principals of NI schools for additional support. When submitted, a peer review committee assesses the plan and offers commentary to the school for any needed revisions of the SIP.</p>
<p>16. <b>Implementation of public school choice and supplemental education services for NI schools</b> LEA describes the steps it takes to notify parents about schools identified as Needs Improvement. The LEA describes how it provides guidance</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Needs Revision Reviewer's Comments:</p> <p><b>Sample answer:</b> Implementation of public school choice and supplemental education services for NI schools. Needy School District conducts the following to implement school choice:</p> <ul style="list-style-type: none"> <li>• maintains a copy of the current AYP report to verify that choice is implemented in all eligible Title I schools</li> <li>• provides guidance to NI schools regarding the implementation of choice through written communication and meetings</li> <li>• Completes required actions and documentation for parents: a notification letter is sent to parents, a list of parents requesting choice including student placement is kept on file, a written record of parents inquiry regarding choice is maintained, including the resolution of complaints.</li> </ul>

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<p>to schools regarding the implementation of choice and supplemental educational services. The LEA discusses its policy on providing public school choice and SES and how it ensures that public school choice transportation is provided for eligible students and how the LEA will handle situations when funds are not available to accommodate all requests. The LEA discusses how it will prioritize funds to serve all eligible students if funds are insufficient. The LEA discusses how it will handle complaints from parents and providers.</p>	<p>Needy School District conducts the following to implement SES:</p> <ul style="list-style-type: none"> <li>• completes required actions and documentation for parents: a notification letter is sent to parents of eligible children of the availability supplemental educational services, including a list of approved providers and description of services (including state-wide 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.</li> <li>• Needy School District 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 students 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, priorities list if funds are to serve all eligible students are insufficient).</li> </ul>
<p>17. <b>Highly qualified requirements for teachers</b> LEA discusses its procedures and policies to ensure teachers and paraprofessionals are highly qualified by August 31, 2006. LEA has implemented a plan to monitor the highly qualified status of all teachers and paraprofessionals</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Needs Revision</p> <p>Reviewer's Comments: SAMPLE: Duck County Schools has created a notice to parents to be sent at the beginning of school and to new enrollees that describes for parents the definition of highly qualified and describes for parents how they can request teacher qualifications for their child's teacher(s). The system has published on our web page data for each school regarding the number and percent of highly qualified teachers and paraprofessionals. Currently the system has 96% of all staff that are highly qualified. The parents of students of these teachers will receive the appropriate notice. These teachers (three of the 6) are special education and two paraprofessionals are working toward their HQ credentials and the system is providing the professional development necessary and/or reimbursing them for coursework taken and passed. These teachers have been distributed among schools so that there is not a concentration in any one school since all our schools are Title I schools. All of our Title III teachers are fluent in English and that is the language of instruction.</p>

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within the LEA and ensure that they remain highly qualified if applicable. LEA provides data on the numbers of teachers and paraprofessionals disaggregated by subject taught and grade level that lack certification and are not designated as highly qualified as well as data on those that are certified and highly qualified. LEA has a method for notifying parents to inform them of their right to request the professional qualifications of their children's teachers and paraprofessionals, and the LEA notifies parents if their children have been taught by a teacher who was not considered highly qualified for 20 consecutive days or more. LEA shows that it allocates funds to support teachers and paraprofessionals in their efforts to become highly qualified. The LEA has a plan to ensure that poor and minority children are not taught more frequently by teachers who are

*Other questions/programs to be sure are included:  
Are special education teachers included?*

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<p>not highly qualified, and LEA ensures that teachers in Title III programs are fluent in English and any other language of instruction.</p>	
<p>18. <b>Training and incentives for teachers</b> LEA discusses how it allocates funds for training and or incentives for its teachers. LEA specifically identifies how it provides training to teachers, that training is based on the needs of students, and the training is aligned with state academic standards.</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Needs Revision Reviewer's Comments:</p> <p>_____ County has a systematic plan for providing baseline training in LFS and DI for all teachers. The second stage of implementation begins this year with a job-embedded professional learning class for all teachers. This systematic approach has led to across-the-board increase in student achievement. This plan has been funded by QBE Professional Learning funds, local funds, Title I and Title II funds.</p> <p>Since the state no longer supports the TSS Mentor plan and since we have a high HiQ rate, we will be using the bulk of our FY 07 Title II funds to provide mentor stipends to teachers for mentoring teachers new to our system. We are still encouraging teachers to attend TSS training even though there are no state stipends.</p> <p>We allocate part of our Title I funds and considerable local funds to pay teachers stipends for attending summer workshops and trainings. This reduces our need to take teachers out of the classroom and provides them with an incentive for working during the summer. The classes we teach in the summer generally include: LFS, DI, GPS, technology and the Teacher Induction Program (TIP).</p> <p>Specific training on content is identified by student academic data. For example, high school math teachers are spending a week this summer on Algebra I training to try to further align the curriculum and improve the student pass-rate. They are using part of a DOE transition grant to pay teachers a stipend for their work.</p> <p>We try very hard to match the training offered to teachers to proven academic needs of students. For example, Disaggregation of academic data over the last two years has clearly shown that the gap between subgroups has more to do with economics than race. As a result of this analysis, we have determined that we need to focus on teaching children of poverty. We included a Poverty Simulation in our summer Leadership Summit and each school will hold its own simulation either in pre-planning or on the first teacher In-Service day in October.</p> <p>Our ESOL teacher and School Social Worker have attended presentations on the rights of migrant students.</p> <p><b><i>Other questions/programs to be sure are included:</i></b> <b><i>Are students with disabilities included?</i></b></p>
<p>19. <b>Three-year</b></p>	<p><input type="checkbox"/> Approved</p>

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<p><b>professional learning plan</b> LEA discusses how it annually updates the test data and other student/teacher information in their needs assessment for professional learning involving coordinators from all state and federal programs. LEA discusses how it evaluates the effectiveness of programs currently in use. LEA shows evidence that it shares the conclusions of these evaluations with its schools.</p>	<p><input type="checkbox"/> Needs Revision Reviewer's Comments: SAMPLE: Annually each Duck County Schools will conduct a self-assessment based on the GSSP standards and update their professional learning plan. An assessment disc is provided to each school and the school staff re-rosters student results, conducts professional learning with each teacher to analyze student and class results, make instructional plans, and monitor progress of students. The school develops their plan; the schools together develop the system plan along with the all federal program coordinators.</p> <p><i>Other questions/programs to be sure are included: Are teachers of students with disabilities included?</i></p>
<p>20. <b>Professional learning programs and sources</b> LEA describes its professional learning activities. LEA should indicate that these activities are supplemental and follow the guidelines of federal programs such as Titles I A and II A. LEA demonstrates professional learning includes activities that utilize technology to improve teaching. The LEA describes programs and/or services for school personnel and students in the area of Safe</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Needs Revision Reviewer's Comments:  The supplemental professional learning activities provided by _____ County 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 (NSDC). Activities are provided for all staff including bus drivers, paraprofessionals and school nutrition personnel., we have a firm belief that everybody who works in the school system contributes to the academic success of al children.</p> <ol style="list-style-type: none"> <li>a. Baseline classes: LFS, DI and GPS</li> <li>b. Induction: TSS, TIP, mentoring and coaching</li> <li>c. Specific content classes: e.g. Algebra and middle grades science</li> <li>d. Specific teacher needs: e.g. Classroom management or communication</li> <li>e. Technology: As a topic e.g. ActivBoard, Video Production, PowerPoint</li> <li>f. Technology: As a facilitation mechanism e.g. PowerPoint</li> <li>g. Student Support: e.g. Bus Safety and Discipline, Drugs, Violence and Bullying</li> </ol> <p><i>Other questions/programs to be sure are included: Are students with disabilities included?</i></p>

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<p>and Drug-Free Schools and Communities.</p>	
<p>21. <b>Notification of private schools of availability of funds to serve eligible children and of professional learning opportunities available for private school teachers</b>          LEA describes the process to notify private schools.          LEA states that private schools are notified by letter with U.S. postal registration receipt of an invitation to a consultation meeting with LEA personnel to discuss the availability of funds to assist eligible private school students and teachers with a specific date, time and location of the meeting, a response form and Title I and Title II-A contact information. LEA discusses that it contacts private schools annually and it consults with interested private school officials in a timely and meaningful manner to determine the needs of the eligible students and services to be</p>	<p><input type="checkbox"/> Approved  <input type="checkbox"/> Needs Revision          Reviewer's Comments:</p> <p>In the spring of each year, private schools with students who are residents of _____ County are contacted using certified mail. They are invited to attend a consultative meeting to discuss the availability of funds to assist eligible private school students and teachers. The letter includes the date, time and location of the meeting, a response form and gives the name of the Title I and IIA contacts. Arrangements are made for alternative meeting dates if the one originally selected does not meet the needs of the private school.</p> <p>At the designated meeting, schools plan together for the services they need and a process for handling complaints is discussed.</p>



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<p>provided and to inform them of available professional learning opportunities. The LEA discusses how it will handle complaints from private schools.</p>	<p><i>Other questions/programs to be sure are included: Did the district describe their process for conferring with private schools for students with disabilities?</i></p>
<p>22. <b>Review and revision of the LEA Comprehensive Plan for Improving Student Academic Achievement</b> LEA discusses how it will annually update the test data and other student/teacher information in its needs assessment. The LEA describes the specific steps it will take to evaluate the progress it has made toward meeting its goal in the CLIP and how it determines if changes need to be made and how it will share its results with schools.</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Needs Revision Reviewer's Comments:</p> <p>As academic data becomes available from the DOE in the spring, it is used to update the current Comprehensive Improvement Plan (CIP) and establish new or reaffirm existing targets for the upcoming year. The system and each school have Balanced Scorecards on which to record and report achievement towards stated goals. This data is entered electronically in the spring and the final scorecards are usually ready for dissemination in July and are presented to the school board and the press at the August meeting. 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 was met.</p> <p>All our data is stored in a Confidential Folder on our Intranet and is available to all schools at all times. We use Data Rooms to make the data available to parents and community members as well as to teachers and other staff. Much of our testing data is also available to the public via our website.</p> <p><i>Other questions/programs to be sure are included: Are students with disabilities included?</i></p>
<p>23. <b>Advocacy and outreach</b></p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Needs Revision</p>

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<p><b>activities for migratory children and their families</b> LEA clearly states the method it utilizes to identify the need for supplemental services for migratory children and their families, the availability of these services and how the LEA works to ensure that the identified needs are of migrant students are addressed through the supplemental services provided. LEA describes outreach done to identified children and their families in a language that is understood by them.</p>	<p>Reviewer's Comments:</p> <p>_____ School district uses the Occupational Survey provided by the MEP coordinator to identify migrant students.</p> <p>A system liaison makes contact with each migrant family to determine case by case needs. Migrant students are evaluated academically like other students in the school system to determine academic needs. All migrant students are eligible for Title I services, and receive appropriate Title I services. In addition a referral is made to student services to indicate additional services may be needed from that department.</p> <p>Additionally, specific activities to address the needs of migratory families are provided. Such activities shall include informing children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services.</p> <p>A migratory Parent Advisory Council (PAC) program is provided in conjunction with other Parent Involvement Programs. Parent outreach is provided in a language that is understood by the family if at all possible. The DOE TransAct program is used for translation as well as private consultant when needed.</p> <ul style="list-style-type: none"> <li>• Parents are presented information on ESOL, special education, gifted, and other educational programs.</li> <li>• Information on health, nutrition and social services is presented using materials from the migrant education agency. Presenters from local agencies such as, the Health Department, DFACS, and County Extension office may be involved.</li> </ul>
<p>24. <b>Promote interstate and intrastate coordination of services for migratory children</b> LEA describes the process in place to provide timely transfer of school records when children move from one school to another. LEA indicates that it utilizes and promotes available interstate and intrastate services available through the state and national migrant</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Needs Revision</p> <p>Reviewer's Comments:</p> <p>We have recently designated a clerical person at each school as a registrar and underscored the importance of their role by adding additional days and an additional supplement. We provided our registrars training to streamline and be more consistent about the way that we handle interstate and intrastate records requests. The administrative technology staff is currently updating the handbook that describes these procedures and we will provide additional training after the summer when the handbook is complete.</p> <p>In the fall of 2006, registrars and Perk Resource Coordinators will be provided training on how to read a Mexican Birth Certificate.</p>

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<p>education program, GADOE and other LEAs.</p>	
<p>25. <b>Identification and recruitment of eligible migrant families and youth</b> LEA describes its processes and procedures for identifying and recruiting migrant families and students residing within the LEA. The LEA describes the training it provides for staff responsible for identifying and recruiting migrant families.</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Needs Revision Reviewer's Comments:</p> <p>All schools will use the "occupational survey form" provided by Two Rivers MEA. Parents who mark "yes" in the relevant section will be referred to Two Rivers MEA. We will work with Two Rivers MEA to obtain training on the rights of immigrants and migrants and to read a Mexican Birth Certificate.</p>
<p>26. <b>Establishment of best practices</b> LEA describes activities and procedures in place to establish best practices. Activities should include planning, a process to identify action research projects such as an application by school/department, funding provided, a description of the assessment/evaluation component for projects implemented, and how evaluation information is used and shared with schools.</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Needs Revision Reviewer's Comments: Sample Answer: Strategies for establishing and sharing best practices include:</p> <ul style="list-style-type: none"> <li>• Piloting innovative strategies, such as the 21<sup>st</sup> Century Classroom model in a school, and working out kinks and conducting an evaluation to determine whether and how to expand to other classrooms and schools.</li> <li>• Creating and sharing best practice videos on teaching strategies, which are accessible on the system website</li> <li>• Creating a bank of unit plans that are continually being developed among staff within and collaboratively with other schools</li> <li>• Utilizing system staff and external PD experts to work with teachers to improve classroom instruction</li> <li>• Creating blogs and discussion boards for teacher collaboration and sharing of ideas</li> <li>• Conducting book study groups on relevant educational literature, such as <i>The World is Flat</i>, so that administrators and teachers can gain a broader view of the state of education.</li> <li>• All piloted projects are evaluated at least annually to determine whether and how to expand exemplary concepts throughout the school system. This evaluation includes teacher, administrator, student and parent surveys; PD course evaluations; and cost/benefit analyses</li> <li>• Teachers are encouraged to share their ideas for pilot projects with their building-level administrators and system departmental personnel</li> <li>• Administrators are encouraged to seek out innovative funding strategies to share with the system-level personnel and the school board</li> <li>• Seeking out strategies nationwide that address:             <ul style="list-style-type: none"> <li>○ Standards-based, research-based instruction</li> <li>○ Effective tools to collect, manage, and analyze data and conduct job-related tasks to inform instruction and school improvement efforts</li> <li>○ Designing, equipping, and implementing 21<sup>st</sup> Century learning environments</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>○ Assessing teacher and student technology literacy</li> <li>○ Improving parental involvement and school-home communication</li> <li>○ Innovative models for funding</li> <li>○ Implementing high-quality professional learning programs that increase teachers' skills to teach more effectively and engage students</li> </ul> <p><i>Other questions/programs to be sure are included: Are students with disabilities included?</i></p>
<p>27. <b>Strategies to be implemented to increase or maintain access to technology and to establish or maintain equitable technology access</b> LEA identifies what technology is currently provided to students and teachers. LEA discusses how it uses disaggregated data to examine trends regarding access to technology across locations, programs and subgroups e.g. special education within the school system. LEA identifies clear measurable goals regarding access to technology. LEA identifies strategies implemented to achieve these goals within a targeted time frame. LEA discusses its evaluation methods and personnel in place to conduct evaluations and</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Needs Revision</p> <p>Reviewer's Comments:</p> <p>All teachers have a flat screen PC in their rooms for their use and between one-to three other units for students to use. As the older models are wearing out, they are being replaced by PCs. All schools have academic computer labs, mobile laptop labs and ActivBoard classrooms.</p> <p>The technology department maintains a spreadsheet which tracks the number and age of all the technology in the system. This sheet is periodically reviewed but particular attention is paid to it during the formation of the budget. Care is taken to ensure that technology is equitably located throughout the system and that during the summer replacement time, all classroom at the same level are treated equally.</p> <p>Closing the achievement gap between special education and regular education and between black and white students is a major goal in _____ County and we have seen considerable gains in that area in the last two years. Technology was one of the strategies we used to close the gap. The Special Education department identified iLearn Math and Head Sprout as two programs particularly suited to special education students. Regular education and special education worked together to put these programs in place and they have been very effective in meeting the performance targets that were laid out in the FY 06 CIP and Balanced Scorecard.</p>

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<p>dissemination of the results.</p>	
<p>28. <b>LEA's long-term strategies for financing technology</b> LEA discusses its long-term funding strategies for financing technology. Any goals funded with E-rate shows what percentage of the program is funded with E-rate funds and what percentage is funded through another source.</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Needs Revision Reviewer's Comments:</p> <p>_____ County has stepped up its involvement with E-rate and has recently received confirmation that the some of its applications have been accepted at the 90% level. This will enable us to move more rapidly to replace some of the aging student computers and to upgrade our infrastructure to support future growth in student numbers and functionality.</p> <p>We aggressively pursue grants and have been very successful in that arena. We have also been successful in renewing our SPLOST and a good portion of those funds are targeted toward technology.</p>
<p>29. <b>Technology integration into curriculum and instruction</b> LEA identifies three goals in the following areas: instructional uses of technology such as networks and software, administrative uses of technology such as managing student information records, and system readiness including the infrastructure and human resources needed to implement effective use of technology by students, teachers and other staff. Goals have specific time lines and are aligned with measurable benchmarks. LEA discusses</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Needs Revision Reviewer's Comments:</p> <p>See items # 4, # 7, and # 28.</p>

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<p>how it conducts, at a minimum, annual evaluations, provides the personnel responsible for completing the evaluations and disseminates the results.</p>	
<p>30. <b>Development and utilization of innovative strategies</b> LEA discusses how it leverages funding provided through Titles II D and V A to support innovative strategies that will support access to resources and improve student achievement e.g. alternative learning settings.</p>	<p><input type="checkbox"/> Approved  <input type="checkbox"/> Needs Revision            Reviewer's Comments:</p> <p>We have leveraged the funds received through Title II and V by implementing a high-tech integrated media system which has increased the ability of teachers and students to conduct research. It has also streamlined the work of the media specialist so that they can spend more time working with students and teachers and less time with rote check-in and check-out procedures.</p> <p>We encourage teachers and administrators to think creatively in the planning process and encourage them to come up with innovative ways to increase the rigor of our curriculum. We are able to fund these innovations, at least in part, through Titles II and V.</p>