

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

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

Burke County Public School System is committed to the ongoing use of data analysis to determine the academic needs and to drive improvement in instructional strategies, content delivery and rigor, as well as student achievement. The administrators and instructional staff engages in a data collection, analysis, intervention, and evaluation cycle to compare student achievement data, determine trends, analyze needs, implement change and determine the impact of process changes. The Longitudinal Data System (LDS) provides the district quick and easy access to student data. Through this system teachers are able to view and analyze standardized test results, grades and overall classroom performance to determine the students' academic needs and ability to meet the academic standards and benchmarks. The following items are identified from the student achievement data analysis: mastery of state standards, student academic growth areas, gaps in individual student achievement, deficiencies in learning/skill sets, and any variation among the subgroups to determine the unique needs of the students.

During the needs assessment process, the key personnel are engaged in the collection and analysis of the following types of data sources:

- Student Demographics (i.e. race/ethnicity, free/reduced lunch, gender, grade level, attendance, mobility rates, progression rates, graduation rates, drop-out rates, enrollment, discipline, subgroups)
- Student Learning (Georgia Milestones Assessment, Georgia Kindergarten Inventory of Developing Kids (GKIDS), Georgia's Pre-K Child Assessment, ACCESS for ELL, Benchmark Assessments, Standardized Test for Assessment of Reading (STAR), Advanced Placement (AP) Exams, Scholastic Aptitude Test (SAT), ACT, Data from Intervention Programs (i.e. AIMSweb, iPass, Reading Plus, PLATO, Odysseyware, Waterford, Success Maker Math, etc.) Student Learning Objectives (SLO) Assessments, GOFAR, Quarterly Grade Distribution, Accelerated Enrollment, and data collected during formal and informal observations)
- School Processes (i.e. school schedules, curricula offered, instructional methods, advisement, and after school activities, safety nets and acceleration opportunities, discipline management, budget allocations and expenditures, technology use), and
- Perceptions (i.e. various surveys to include Georgia School Health Survey, AdvancEd, School Personnel, TKES and LKES, Parent Involvement, CSRA RESA, as well as other locally developed surveys, Professional Learning.

### Data Collection Process:

Burke County utilizes Power School as its Student Information System (SIS). Demographic data as well as some Student Learning Data (i.e. grade distribution) is easily accessed via system, state, and custom reports and queries. Much of the Student Learning Data is collected via the Georgia Longitudinal Data System (LDS), which is accessed via a single sign on into the district's SIS. Other data is collected via annual College Board reports, administrative reports from various intervention programs, **the Equity Data Profile**, and Data Director, the district's assessment management system. Georgia's Teacher Keys Assessment System (TKES) provides live opportunities to collect ongoing artifacts and evidence regarding student academic needs and progress.

Data regarding school processes is collected from various departments at both the district and school level to include Principals and Directors of School Nutrition, Transportation, Maintenance, Curriculum and Professional Learning, Federal Programs, Finance, and Technology. Additional data is collected via existing software programs (i.e. Computer Software Innovations or CSI, Power School, and School-Wide Information System or SWIS). Perception data is obtained from multiple surveys of students, parents, staff, and community members who attend school functions. Additional surveys are mailed and/or made available online.

### Data Analysis Process:

BCPS personnel analyzes and examines the data in search of patterns that could illuminate areas for further inquiry and to determine if there are subgroups needing more intense intervention. Demographic Data is analyzed as a subset of the other three categories: Student Learning, School Processes, and Perception. The district's Balanced Score Card (BSC) is the model for each school's BSC and the focus of the district's monthly System Level Planning (SLP) meetings, comprised of all principals and district level leaders.

Student Learning Data is analyzed over a minimum of three years to determine trends and identify high need areas for targeted intervention. Analysis occurs at many levels to include school level Better Seeking Teams (BST) meetings, district level Instructional Cabinet (IC) meetings, district level Guidance Counselor meetings, school level Administrative meetings, Superintendent's Cabinet meetings, and System Level Planning meetings as well as school level grade and content meetings, and vertical meetings.. The meetings are centered on discussing, assessing, evaluating and analyzing data for root causes in an effort to identify and match research based strategies to identified needs and priorities. Various tools are utilized in the analysis, including many of which were acquired via Georgia Leadership Institute for School Improvement or GLISI (i.e. Five Whys, Fishbone, flow charts). Analysis of data includes looking at the obvious strengths and challenges, listing and categorizing possible causes, identifying relationships between and among causes, identifying key causes for further study, and collecting additional data as needed. The findings and agreedupon targeted priorities are included on the district and school level Balanced Score Card (BSC). The district utilizes this data for continuous approach and support.

An analysis of the results includes the following:...

Student performance continues to increase in most areas across the board except math. The percentage of students who met or exceeded standard on the math portion of CRCT in grades 3-8 decreased for the 1<sup>st</sup> time over the past 4 years while all others stayed the same or increased. The largest decrease occurring in grade 8, followed by grades 7 and 4 respectively. Likewise, the percentage of students meeting or exceeding standards on high school math EOCT (Math I, Math II, Coordinate Algebra, all has decreased over the past few years. Our Economically Disadvantaged (ED) subgroup includes our entire student body. CRCT data further reveals that females have consistently outperformed males in Reading, ELA, and Math for the past 4 years with gap of percent meeting and exceeding standards ranging from two to eight points. Males have slightly outperformed females in Social Studies consistently with gap of percent meeting and exceeding standards ranging from one to two points. The percentage of males meeting or exceeding standards in Science has exceeded the percentage of females meeting or exceeding standards for the first and last of the most recent four years and tied for the middle two. White students have consistently outperformed Black students for the past 4 years in all content areas. Other racial/ethnicity subgroups are extremely small.

EOCT data shows that females have consistently outperformed males in Literature for the past 4 years with gap of percent meeting and exceeding standards ranging from three to nine points. Males have outperformed females in Social Studies (US History and Economics) consistently with gap of percent meeting and exceeding standards ranging from four to fifteen points. Gender subgroup performance has been inconsistent in the area of Science (Physical Science and Biology); however, females have performed better three of the four years in Biology and the most recent two of four in Physical Science. White students have consistently outperformed Black students for the past 4 years in all content areas on both CRCT and EOCT.

While the number of ELL students tested in grades 3-8 remains small (<10), results show that the percentage of ELL students meeting or exceeding standards for the past 4 years is typically less than that of Non ELL students, although there are exceptions. For the past 2 years, 100% of ELL students tested met or exceed standards in Mathematics compared to 85-90% of Non-ELL. In 2010-2011, the ELL sub-grouped outperformed the Non ELL group in ELA, Math, Reading, and Social Studies. Consistent ELL data at the high school level is unavailable because of the N size.

The percentage of Non- Students with Disabilities (SWD) meeting or exceeding standards has consistently been greater than that of SWD in all areas and over a 4 year period; however, the gap has been narrowed in all areas except Science, with the greatest reduction occurring in the areas of Reading and English Language Arts for elementary and middle school students. The gap has narrowed in the areas of Social Studies and Math for high school. The reduction in Math, however, is due in large part to decreased performance of Non- SWD. In Science, the rate of mastery of the SWD subgroup has not kept up with that of the Non-SWD, thus widening the gap, especially in Biology; the same is true of ELA.

Burke County has a very small to non-existent migrant population at the primary and elementary levels. Students are performing on grade level and presently do not need any additional support beyond what is provided in the regular classroom setting. Teachers are aware of our migrant population and are trained to identify gaps in performance which could result from transient behavior.

The academic needs of students identified and served under the McKinney-Vento Homeless Assistance Act are included in the BCPS process to determine academic needs of all students. Annual awareness training is conducted for Central Office personnel, principals, school-level liaisons, district registrars, and district parent trainers to ensure proper identification of homeless children and youth and provision of appropriate academic support for these students.

The writing component of the GMAS assessment data (state assessment data as well as UGA assessment administered to interim grade levels) supports the need for additional work in this area across the entire district. The same is true of reading. While performance on the reading portion of GMAS indicates students are performing well in this area, the percentage of students reading at the expected Lexile level is relatively small. Less than half of primary, elementary, and middle school students are at or above the expected level; for high school students, less than a fourth are at the expected level.

Students appear to be more on track in the early years than are on track by graduation, despite rigor and interventions being provided. Discipline becomes more of an issue with older students, as does attendance, some due to suspensions. Concerns of disproportionality continue to be addressed, particularly regarding Black students and SWD. Enrollment has been on a steady decline over the past few years, while graduation rate has increased exponentially over the past several years. Data collected from AP, ACT, SAT, High School Feedback Report, and accelerated enrollment indicate that only a small number of high school students are academically prepared for colleges and universities.

BCPS protects instructional time. Schedules are reviewed and adjusted as needed. For example, Burke County High School adjusted its schedule several times over the past few years as well as the course sequence in some areas when existing frameworks appeared to be barriers to student performance. Further study suggests the need for additional advisement beyond what is currently being provided by guidance.

Data from various surveys indicate that stakeholders, overall, view our schools as safe and headed in the right direction, and that students' needs are being met at all levels. The majority also believes that data is utilized to drive decisions. Perceptions can be confirmed by data collected during classroom observations.

In summary, the needs assessment reveals the following areas of need for the Burke County Public School District: Math (scores dropped across the district), Writing, Reading –low Lexile Scores. Science, Social Studies. Additional needs beyond core content areas include advisement sessions regarding course alignment and career pathways, the implementation of new Science

and Social Studies standards, and cultural awareness.

The CTAE Director works closely with the Curriculum Director, High School Administration, and CTAE teachers (working collaboratively with academic teacher) to analyze and utilize data related to the academic performance of CTAE concentrators. Data will be used to designate Perkins funds for specific strategies and to provide Professional Learning opportunities to improve student academic performance on specific core indicators related to the academic needs of CTAE concentrators. The system level of performance for CTAE concentrators for the 2012-2013 graduation rate was 91.2% with a system adjusted performance level target of 92.3%, Reading/Language Arts was 89.81% with a system adjusted performance level target of 94.02%, Math was 44% with a system adjusted performance level target of 95.69%, Technical Skills Attainment (EOPA) was 82.14% with a system adjusted performance level target of 60.66%. CTAE teachers have been charged with fully implementing the academic standards embedded in their programs and utilizing specific strategies in addressing the core indicator benchmarks that were not met by the system. Students completing pathways are administered the EOPA for their respective Pathways.

## **II.2 Identify data sources used.**

The following data sources were used to determine HiQ needs: Teacher Leader Effectiveness Platform Multiple Surveys: Title I Parent, Community and Teacher Surveys, AdvancEd surveys, Exit Surveys/Interviews, and Professional Learning surveys, Mentor teacher surveys, New Teacher surveys, New Leader surveys, The College and Career Ready Performance Index (CCRPI) GADOE Portal Governor's Office of Student Achievement, Student Longitudinal Data System SLO Assessments, PD Express Professional learning transcripts CSI Budget allocations CPI College Board Data AP, SAT, PSAT, and Power School Student Information System.

## **II.3 Briefly summarize findings for:**

### **a. HiQ status of teachers**

100 percent of our teachers are highly qualified for the content they teach. As we move into the hiring season, contracts for new teachers will only be offered if the individual is highly qualified.

### **b. HiQ status of paraprofessionals**

100 percent of all paraprofessionals are highly qualified. As we move into the hiring season, only those paraprofessionals who are highly qualified will be recommended to the board of education.

### **c. Teacher experience**

For the 2014-2015 school year, we did not have any non-highly qualified teachers in any one

grade or subject. The last five years, we have tracked our first year, no experience teachers. With the present economy, we have seen the numbers steadily decline. Although numbers decrease, the mentoring program for first year teachers continues to improve and be more effective. We also gather data on first year teacher placement by listing any grade or subject with 3 or more teachers with no experience. Our principals are required to track these students to be sure they are placed with an experienced and highly effective teacher the next year. As of March 2015 the "Experience Continuity Ratio" continues to be above the state average at the elementary and middle school level and around the state average at the high school level, so our teachers are staying with us and staying in the same schools. The data gathered in our Needs Assessment Worksheet indicates a significant decrease in the percentage of first-year teachers in of our schools. Due to the present economic conditions, the experience equity will increase as evident by an extremely low teacher turnover rate for the 2014-2015 school year. The data in our Needs Assessment Worksheet also provides the ability to track the location and status of all first-year teachers and their experience level (found in Equity Indicator #8 in the Needs Assessment Worksheet). It is also important to note that according to the PSC ETA Report, there is consistency among all of our schools in relation to minority enrollment and the enrollment of economically disadvantaged students. This fact contributes to balancing the rate of poor and minority students being taught by experienced teachers. Our Title II-A Needs Assessment allows us to track all inexperienced teachers in relation to location and grade/subject. This provides the data necessary for our Principals to assure no student will receive an inexperienced teacher two years in a row.

**d. Teacher training to meet diverse student needs**

Needs Assessment Process---Data collected both formally and informally are used to assess and prioritize the professional learning needs of the district. Through the use of surveys, questionnaires and teacher/leader/paraprofessional feedback, themes were identified and verified through quantitative data obtained from walk-throughs and formative observations.

While most paraprofessionals and teachers in the Burke County Public Schools have received training on incorporating differentiated instruction to enable them to meet the needs of all the students in their classrooms, and leaders were trained on identifying quality DI in the classroom, this TKES standard continues to be a prioritized need in our district. For a second consecutive year, data obtained from summative results indicate that DI is the lowest rated standard in the Teacher Keys Evaluation System.

To further support our continued focus in this area, teacher feedback, including Cohort I, II, and III of

our new teacher induction programs, suggests a need to continue our job embedded professional learning with administrators as well. A more consistent understanding of DI among administrators is needed district-wide. Likewise, feedback from the instructional cabinet suggests that additional professional learning should be geared towards improving inter-rater reliability and the administrators' thorough understanding of differentiated instruction. To further corroborate these assumptions, although DI has

the lowest proficiency rating of all TAPS Standards, it still has a mean of 96% proficiency.

Inter-rater reliability training will be added to the list of professional development offered to all

administrators for the FY 16 school year.

We continue to provide training opportunities to enhance the teachers' toolbox of instructional strategies and effective uses of assessment. Literacy Design Collaborative (LDC), Math Design Collaborative (MDC), and Formative Instructional Practices (FIP) continues to be supported initiatives to help address the diverse needs of students. Teachers new to the district participated in the initial FIP training, and veteran teachers were made aware of new modules. These new FIP Modules were made available as additional support for identified teachers. Through phase one of the implementation of these district initiatives, proficiency ratings increased slightly from 2012-13 to 2013-14 in the areas of Instructional Strategies and Assessment Uses. For the 14-15 school year, district summative results indicated that more of our teachers scored proficient or higher in the areas of instructional strategies and assessment uses. Conversely, providing an Academically Challenging Environment, Standard 8, ranked among the lowest standard for our staff. Data from AP Exams, SAT and ACT, as well as the High School Feedback Report support the low ratings found for standard 8. Data trends indicate that as students are enrolled in more rigorous courses, especially in the area of mathematics, the less proficient they are at mastery. Likewise, analysis of the high school feedback report indicated that less of our students attend a Georgia college or technical school after graduating than 3 years ago, and approximately 30% of those who did attend college were enrolled in remedial courses ( 81% of the 30% in mathematics, and 50% in ELA). This data strongly supports our need to focus on increasing the rigor in classes with a more steam-line process for integrating writing in each content area, incorporating STEM based activities and lessons, increasing LEXILE levels through content rich non-fiction.

It is the desire of the district to continue professional development to ensure a more natural and pervasive integration of these strategies into the everyday teaching environment. Through a more streamlined approach to these focus areas, noticeable gains are expected in student performance on TKES Standard # 4, DI. For example, additional professional development opportunities have been developed and offered during the summer to focus on effective research based strategies, as well as strategies to increase the rigor in each class. A focus will be placed on data utilization and incorporating Document Based Questions (DBQ) Strategies to assist in these endeavors. Concerns regarding disproportionality surfaced as a result of discipline and attendance data. Results from the 2013-2014 school year indicated that African-American males received disciplinary actions, such as out of school and in-school suspensions, more often than any other demographic group. More specifically, feedback provided over the past 2 years through formal and informal conversations and exit surveys indicated that disrespect ranked at the highest infractions for office referrals. A closer review of all pertinent data by our student services department identified a need in the area of cultural awareness/poverty. In an effort to address this area, district-wide professional with Dr. Ruby Payne, as well as other opportunities in this area will be provided. Likewise, all instructional coaches are participating and earning their Coaching Endorsement through the Griffin County RESA, which has an entire component to address cultural coaching. These data sources, in addition to LKES/TKES climate surveys, also indicate that concerted professional learning efforts are needed in the areas of school culture and climate. The district leadership are in the process of developing a

comprehensive plan to address this needs area.

One final, yet very important, aspect of training is New Teacher Induction, New Leader Induction, Aspiring Leaders and Mentor training. Burke County has recognized a great need to implement and/or enhance these programs. CPI data indicates that Burke County has a large population that is nearing retirement. Providing professional learning and developing a pool of leaders through the development of Aspiring Leaders will help with filling potential vacancies left as a result of retirement or transition out of the district.

Mentor teacher training in the past has been reserved for new mentors, and even then it was not very effective; consistency of expectations was lacking. We will continue to refine New Teacher Induction

and New Leader induction, and Aspiring Leaders program as well as providing a more in-depth training for mentors to adequately support new teachers in their acclimation to the profession.

**e. Class Size**

Class size is important for effective instruction based on needs. The Curriculum Directors along with the Assistant Superintendent of HR will collect, review, and analyze data on class size, demographics of students, experience levels, and qualifications of teachers. The names of students assigned to each class along with pre and posttest data will be included in this report. Class size data continues to indicate that all K – 12 classes continue to be under the state suggested levels even without the application of the increases allowed by the GaDOE.

**f. Retention**

Data gathered within our school system using the CSI Personnel Master Report, CSI Personnel Termination Report and our in house report "Percentage of Burke County Teachers Employed in a Base Year Still Employed After One to Five Years" indicates that over 60% of teachers hired in 2004 will return to our school system in 2015-2016 as highly qualified effective teachers. No school or program has been identified as having any great issues relating to teacher retention.

**g. Recruitment**

We continue to recruit highly qualified educators. We have seen the number of school systems involved in college recruitment fairs decrease significantly but we continue to participate at the same level as we have for years. In early Spring 2013, we successfully replaced our effective but limited online application procedure with the very professional and technologically up-to-date "SoftApp" program. As of March , 2015 the new program had generated over 450 teacher applications. As of late March 2015, we predict hiring a maximum of 20 new teachers. This is a low number compared to the past and all new hires will be highly qualified.

## **II.4 List Prioritized Needs**

Our first need is to provide additional training in the implementation of Common Core Georgia Performance Standards (CCGPS). We will have actual data from which to make decisions.

Improving the effectiveness of teacher leaders and building level leaders will also be a focus along with Differentiated instruction (DI) methods and strategies, Lexile Training, content literacy, and Instructional Technology.

### **III.1 Identify Stakeholder groups (internal and external)**

The Burke County School System understands the importance of involving all stakeholders in every aspect of the total school program including the Equity Plan. Stakeholders play a major role in the success of the students, and their input and suggestions are solicited on a continuous basis. Students, parents, teachers, paraprofessionals, administrators, business and community leaders, board members, local churches and civic organizations, and

local universities (Georgia Regents University), and technical colleges (Augusta Technical College), local community service agencies are informed of the system plan and its availability for review upon which feedback opportunities are provided.

We have a district wide Parent Advisory Committee (PAC) as well as PAC's at each of our schools. PAC is an active part of district and school level stakeholder engagement. We also include our School Councils and all parents are included through school wide meetings.

### **III.2 Describe how internal and external stakeholders are involved in the planning process to:**

#### **a. Accomplish annual needs assessment**

During regularly scheduled parent coordinators, school council, parent advisory council meetings, and Annual Title I Meetings our stakeholders are informed of and provided an opportunity to review the system's equity plan. A general overview of the contents of the plan is presented to the stakeholders followed by an opportunity for them to discuss concerns and give suggestions. Survey data (SACS, Parent meetings, and Professional Learning) were utilized as a means to determine annual assessment needs. Parent Involvement committee members along with school council and parent advisory members were involved in providing information to assist with identifying the needs of the system. Parent coordinators worked collaboratively with principals and school personnel to collect and analyze data from the needs assessment. This information was given to the Assessment Director for review. Various equity sessions were held to discuss the plan and receive input from a range of stakeholders. In addition to discussing the plan at meetings or workshops, our Public Information Officer was instrumental in publicizing the plan via website, newspapers and other media. Through an assortment of family engagement activities, instructional cabinet meetings, system level meetings, civic groups and board meetings, information pertaining to the plan was disseminated, and stakeholders were presented with numerous opportunities to express concerns regarding needs or areas of improvement.

#### **b. Prioritize needs**

Board of Education, Parents, Business Personnel, Community Members and Leaders, Local Churches, Local Clubs, Local community Services, Local University and Technical College (Georgia Regents University, Augusta Technical College), School System Leadership Other

school staff and faculties, and Students---The Burke County School System understands the importance of involving all stakeholders in every aspect of the total school program including the Equity Plan. Stakeholders play a major role in the success of the students, and their input and suggestions are solicited on a continuous basis. Students, parents, teachers, paraprofessional, administrators, business and community leaders and board members are informed of the system plan and its availability for review upon which feedback opportunities are provided. A district-wide Parent Advisory Committee (PAC) was developed to spear-head the process of obtaining feedback from parents in a non-threatening atmosphere. Quarterly, parents from each school are invited to the central office to have conversations about general topics. Feedbacks on prioritized needs are garnered twice a year, once at the beginning of the year and then in April. This feedback is used to modify and solidify the districts focus. In addition to the district-wide PAC each school involves parents in site-based decisions through their leadership teams (BST) and/or school councils.

While only a few parents are able to provide feedback by serving on these committees, all parents are afforded an opportunity to provide feedback during school-wide parent engagement meetings, such as PTA and Title I End-Of-The-Year meetings. Further efforts are made to ensure that parents are involved in the planning process through the use of letters, phone calls, district and school web-sites, and social media (Facebook, Twitter, etc.). Announcements during parent engagement meetings are used to inform and encourage stakeholders to attending planning meetings (equity, curriculum and needs assessments) and to participate in the development of our equity plan.

The district uses a variety of surveys to determine academic and non-academic needs of the system. These surveys are completed by administrators, teachers, paraprofessionals, parents, and business and community members. After analysis and summary by school and system personnel in various groups, the results are presented to additional community and parent groups for feedback through a variety of venues from newspapers, website, and meetings at the school. The meetings held at the schools include various stakeholders in the discussion of the school's needs. The leadership team along with the Board of Education set the priorities and overarching goals for the system for the upcoming year based on all available data from each school including the evaluation of the previous years' goals. Each school "team", which is inclusive of all stakeholders, reviews the various school data to determine the best fit for the school in conjunction with their school improvement plan and the system goals. Each school organizes a committee to develop an action plan to meet their needs and this plan is integrated in their School Improvement Plan. The system leadership team reviews the plans and consolidates efforts to address system goals. Parent meetings are held at the school each year in August to receive additional input. The School Improvement Plans for each school were reviewed by the entire team in the fall and once again in April. This year, the school system met again with parents, community members, and a variety of school personnel including principal, assistant principal, teachers, and central office personnel. Through an assortment of family engagement activities, instructional cabinet meetings, system level meetings, civic groups and board meetings, information pertaining to the plan is disseminated and stakeholders are presented with numerous opportunities to express

concerns regarding needs or areas of improvement. We prioritize the needs and identify specific strategies to develop action plans to address the prioritized needs.

**c. Identify actions or strategies contributed to equity plan.**

The team of school and central office personnel, students, parents, community and business leaders began meeting periodically to review and analyze data in order to develop the strategic goals for the system for the next five years. This process was finalized in April and May 2015 during which the team worked to determine the initiatives, action steps, action teams and timeline for the strategic plan. From our discussion, a recommendation was made by school, central office and board members to increase the new teacher process to offer more support. From this recommendation, Burke County developed a New Teacher and Leader Induction Program that provides new teachers and leaders with an effective mentor coupled with informative monthly meetings covering a range of topics (professional development, CCGPS/Georgia Standards of Excellence (GSE) , differentiation, data utilization, best practices, etc.) for ongoing support over a three year period. The School Improvement Plans for each school and the CLIP were reviewed by the entire team. Modifications were made by the group.

**Identify at least one equity indicator that will be a focus for movement to "target"**

**Provide a statement identifying the Actions/Strategies/Interventions or Programs for the selected equity indicator as a focus for next year.**

**A Written Plan Designed Specifically to Move Equity Indicator #6 to Target**

**We will start by:**

- 1) Aligning curriculum resources with GSE
- 2) Review Curriculum Maps and Units weekly and
- 3) Create lessons based on relevant and rigorous curriculum for all students.

These activities have started and will continue for the next year and will be monitored by Central Office

Staff. We will also be looking for Depth of Knowledge (DOK) and Higher Order Thinking Questions (HOT).

Increase teacher preparedness to teach students from diverse backgrounds we will continue the Implementation of Professional Learning Communities (PLC), the use of Common/collaborative planning/lessons, Common assessments, Analyze data, and Examine student work. We will also look at District–Wide Professional Learning on the effective use of data by monitoring the use classroom data for instruction and Expect high degree of true collaboration.

Provide additional training in the area of using assessment to drive instruction by addressing quality classroom assessments, teachers will create/revise classroom assessments, and we will monitor the use classroom assessments for instruction.

Provide more opportunities for differentiated professional learning for both certified and non-certified staff working with students. We will provide District-wide Professional Learning in the effective use of differentiation, continue Edivation for all staff with onsite training provide courses in differentiation from post professional learning schedules to include Webinar/Elluminate opportunities

Continue using Learning-Focused Strategies Training (LFS). Teachers will create Acquisition lessons/Units that include a variety of researched-based strategies, such as; Essential Questions, Activating strategies, Vocabulary Strategies, Teaching Strategies, and/or Summarizing strategies. We will Provide LFS Implementation Support and Monitor academic performance of all students. We will use Walk Through, Collaborative Planning Feedback, and Informal & Formal Data reviews.

We will use TKES Evaluator training and modules for teacher orientation and training. We will continue in FY14 to use TKES for Teacher evaluation. We will continue using Leader Keys to evaluate our building level administrators.

Monitoring and providing feedback through conducting Formal & Informal Observations by trained administrators and Instructional Coaches will also assist each school in identifying and addressing prioritized needs.

Burke County will increase teachers' ability to use technology to enhance student learning by providing ongoing training. We conduct on site visits to identify/observe teachers using technology to engage students with diverse needs. We will provide training on Promethean Boards for Teachers, Provide Professional Learning for all teachers on PD360, how to use the online resource videos, by Utilizing PD360 training courses to enhance student learning.

The district ensures that New/Inexperienced teachers are provided additional support by assigning mentor teachers, utilizing Instructional Coaches, and instituting common planning times for collaboration.

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

BCPS administers all state mandated assessments GAA, GKIDS, Georgia's Pre-K Child Assessment. The WAPT is used for ESOL screening purposes and the ACCESS is used as the annual measure of progress toward English proficiency. Migrant students are administered all state assessments unless individual student needs indication, exceptions or various modifications. Homeless students are administered all state mandated assessments and if modifications are needed they are implemented. Additionally, BCPS utilizes SLOs, AP Exams, SAT, and ACT. Because all are summative assessments, the primary use is to determine the success of children in meeting the GPS/CCGPS or the Georgia Standards of Excellence (GSE) and to provide information to teachers, parents, and students on the progress being made toward meeting those standards.

Other assessments utilized include GOFAR, and AR comprehension assessments . Where applicable students are assessed via intervention programs such as iPass, Reading Plus, PLATO, Odysseyware Waterford, and Success Maker Math, with plans to add the STAR Math Assessment and MyLexia Reading for our struggling readers in the 2015-2016 school year. These diagnostic and formative assessments are utilized to target areas of need with low-achieving students, students with learning gaps, and students who may be at risk of failure, particularly in the areas of reading and math.

- Accelerated Reader computerized tests evaluate reading comprehension based on books read.
- STAR Reading diagnostic is the most widely used diagnostic in K12 schools. It determines a student's instructional reading level (ATOS) Students are encouraged to select and read books within their stretch range. Teachers are also expected to provide leveled text based on those so that students have meaningful growth. .
- GOFAR assessments are created at the classroom, team, grade, school, and district

level. Items mirror those on state standardized tests and can be created down to the element level, according to filters selected. Data is useful for differentiation.

- Universal screening will take place 3 times per year - summer/fall, winter, spring. Curriculum based measures, including web probes, will be used to determine students' proficiency and progress towards meeting grade level standards. Students at or below the 10th percentile will be provided needs based interventions/supports. Those falling below the 25th percentile will be closely monitored in the general curriculum. Assessments are analyzed to determine needs in all subgroups so strategies are implemented to increase student achievement in our ELLS Migrant population.

### **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.

BCPS has participated in the National Assessment of Educational Progress in the past and will certainly do so again, if we are selected. The information compiled from the NAEP assessment has been invaluable in helping to improve student achievement. Every student enrolled in the selected schools(s), grade(s), and subjects(s) has an equitable chance of being selected for NAEP sample. There is no attempt to exclude any student, including homeless students, as they are never separated from the mainstream. Our leadership teams use the NAEP website and the data it contains to assist teachers in writing better assessments, including classroom assessments, benchmarks, and SLOs. Georgia Department of Education testing division reports that Georgia Milestones results (based on pilot testing) are expected to be more in line with NAEP results than with CRCT. Formative Assessments are designed to target weakness in students early so that remediation can take place in a timely manner to prevent widening of academic gaps among our SWD, EL, and migrant populations.

#### **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 importance of student achievement in meeting local and state curriculum standards is emphasized in all forms of communication with parents, community members, and stakeholders as demonstrated by employing the following strategies:

- BCPS has a fully interactive web service, which gives teachers and administrators ability to communicate with parents, other staff members, and the general public. Teachers use their web sites to post project and assignment information.
- The BCPS CCRPI Report (College and Career Ready Performance Index) is available to all citizens via the district website. The CCRPI report is updated yearly to reflect current information.
- The BCPS Public Information Department coordinates press coverage of district news, including technology news and produces a monthly system newsletter "The System Stuffer".
- Parents are welcomed into the school media center for general assistance with technology usage.
- The District Website has been created and is updated regularly to share not only technology related information, but also student achievement and administrative information with BCPS stakeholders.
- BCPS subscribes to ParentLink, an app service for parents that allows parents and guardians to view up-to-date information about their student's academic progress, attendance, and discipline incidents. This system provides parents with timely information, enabling them to be more active in their student's learning. This information is also available in Spanish.

BCPS continues to emphasize the role that technology plays in the academic success of their student. At the school level, parents receive communication on a regular basis. The schools constantly update information on their school websites and by sending notes to keep students, parents, and community members informed of educational and extracurricular activities. Teachers send newsletters informing parents and the community of activities and academic work. The schools provide internet resources where students may access their teachers' website and retrieve information about the class, homework assignments, and special events. Parents may also e-mail the teachers using classroom web pages. Through these services, teachers post educational information for parents. An informational system newsletter, The System Stuffer, is sent home

with every report card each nine weeks to inform the community of specific dates and events in our school system. Teachers communicate regularly with parents via phone, conferences, written messages, emails, progress reports, and report cards. Student agendas are also used by teachers and parents for communication purposes. ParentLink, an automated phone system, is used to notify all parents of special events or school emergencies as needed. Parent compacts are presented to the parents of all students.

Additionally, parents are encouraged to visit the school to volunteer, observe in classrooms, and participate in school-related activities. Direct parent and community involvement is an important component of all school improvement plans. Strategies for increased parent involvement include the following:

Parents are invited to participate in school events such as Open House, PTA meetings, Book Fairs, Math Night Activities, Thanksgiving and Christmas dinner, Transportation Day, 100's Day, Habitat Day, CRCT Parent Night, Real Men Really Read, Muffins with Moms, Career Day/Fairs/Parade, Art Shows, Concerts, grade transition informational sessions, and Georgia Day. Many parents are invited to speak in classrooms during career week.

School information is shared with parents through the school website, Facebook, Twitter, school newsletters, and special notices. Classroom teachers maintain daily correspondence with parents through individual student planners that carry notes between parent and teacher.

Information regarding Georgia Performance Standards and assessments is shared with parents through written communication and directly at parent/teacher conferences and PTA meetings.

Parents are members of the school councils and BST/Title I Committee. Parent Advisors contribute to the development of the SACS Improvement Plan and Title I Plan.

Translators are available at parent meetings to assist our English Language Learners (ELL) parents and students.

BCPS has an established System Level Planning (SLP) committee that meets monthly. The purpose of this committee is to consider the district needs and formulate a systemic way of meeting those needs. It also fosters collaboration between the schools and all district level departments such as Special Ed, Title I, Title III, Professional Learning, Business Office, School Food Service, Technology Services, Instructional Technology/Testing, Social Work, Transportation, the Board of Education, and parents. The monthly meeting allows stakeholders to develop successful strategies to ensure that all stakeholders have input into system level planning.

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

Currently, we have approximately less than 5 students who have been identified as migrant. Our district has approximately thirty five identified as English Language Learners. An individual learning plan is provided for each of these students to meet specific language needs to facilitate academic instruction. These plans will be monitored every nine weeks by the curriculum director and /or ESOL Coordinators at each school .

Alternative methods for these students include supplemental language instruction, at a nearby school, Rosetta Stone computer program, additional paraprofessional assistance and one on one tutorial help to provide additional academic support to these students. Summer school sessions are held in grades 1-12 for those who failed to successfully perform during the year. Special assistance is provided for those students who failed standardized assessment. After-school assistance will be available through tutors who will provide additional instruction to these students during the year. ESOL students can participate in after-school tutorial programs and one on one tutoring during the school year where available. The LEA collaborates with Communities In Schools (CIS), and the Wimberly House of Ministries about the performance of students enrolled in their programs. The Wimberly House is off campus. Title I funds will be used to provide after school tutors to assist all students (migrant, ELLs, homeless, SWD) who struggle academically. Tutors will work with small groups of students two or three days a week to provide individualized assistance in areas of need.

Early intervention assistance is provided for students at both primary schools. Special instruction is provided for these students to perform on level. Individual tutoring is provided for designated students at Blakeney Elementary, SGA Elementary and Waynesboro Primary on an ast need basis. A special tutor has been employed at Waynesboro Primary to assists students with specific weaknesses at the kindergarten level. The Success Maker Mathematics Lab and Waterford Reading Lab at Waynesboro Primary assist students with deficiencies at the primary level. Foster grandparents are trained to assist students in reading at Waynesboro Primary. This is on a volunteer basis. Connection classes are provided for students who failed to meet standards on the standardized assessment in reading or mathematics at Burke County Middle. Special Assistance is provided in the two subjects. Classes are small and the majority of them are below state class

size requirements. Interventions are provided for students with academic, behavioral and/or language needs that cannot be met through standards based, differentiated, small group, or needs based instruction based on the Georgia Pyramid of Interventions model. Tier II (needs based learning/standard intervention protocols) or Tier III (SST driven learning) are provided to students who require additional assistance. Response to intervention (RTI) and progress monitoring data is collected to assist in decision making.

All federal and state rules, regulations and guidelines of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 apply to students referred for evaluation. Individual assessment data is shared with an eligibility team both in written report form and verbally. If the team determines that specific eligibility criteria are met, a student may receive instruction specifically designed to meet his unique needs based on an Individual Education Program (IEP) plan if the parent agrees to the provision of such services. To the fullest extent possible special needs are met in the general curriculum with appropriate accommodations and supports. Burke County Student Support Teams referred 68 students for individual assessment 2014-2015. Ninety percent of the students tested were determined eligible for services and Individual Education Program (IEP) plans were developed to meet their identified needs. Four parent coordinators are employed in the county with Title I funds. These Coordinators serve as a liaison between the parent and the home for the purpose of improving academics for the students.

Burke County will use its Title I funds to provide the following:

- Professional Learning opportunities that address the district's and schools' identified needs
- Substitute for teachers who attend approved professional learning activities during the school day, Paraprofessionals to assist in the classrooms with small group instruction, serve as tutors in areas of reading and math for students who need additional instructional support
- Parent Coordinators who develop, coordinate parental involvement support and coordinator
- Teacher salaries for individuals hired in areas of need to provide more hands-on activities and small group instruction to ensure content mastery (Class Size Reduction)
- Software programs focus on the areas of reading, math and remediation (iLearn, Reading Plus, Renaissance Learning, AimsWeb, PLATO, OdysseyWare, MyLexia, Moby Max, Waterford, SuccessMaker Math, virtual learning software)
- Technology Supplies (student and teacher computers, iPads, eReaders, toner, ChromeBooks, Nooks, etc) Salaries of Instructional Coaches to provide professional development opportunities to promote instructional effectiveness

- General Office Supplies for schools and district office (markers, pens, paper, journals) Supplies for Parent Involvement activities
- After school and summer school teachers and paraprofessionals to provide additional instructional support.
- Stipend funds for interpreter to provide translation services for our EL population

The District is committed to having a state-of-the-art infrastructure to provide the foundation necessary to backbone fiber optic network upgrade encompassing ninety percent of all entities within the district. The Local Area Network (LAN) in all schools has a minimum 100 BaseT switched (w/teachers having 1000BaseT) and wireless G connections in the classrooms, and 10 gigabit connections between wiring closets. Internet connectivity to the schools consists of 50mbps per school in which the GaDOE provides a total of 15 Mbs. Assistance from the USAC E-Rate Program has allowed the district to acquire an additional 230 Mbs for a total of 250 Mbs of Internet access district-wide. The majority of the workstations in the district meets the GaDOE minimum standards for modern computers; 1 GHz or faster processors, 1 GB RAM, updated OS, along with antivirus and firewall software installed. This still leaves a great need for more mobile computers since most computers in the district are desktops. According to the GaDOE Technology Inventory Survey for FY 2013, Burke County Public Schools (BCPS) has 1937 modern desktop computers, 1504 laptops, 25 Netbooks, 673 tablets, and 23 servers serving the 4405 students of Burke County. All 4139 computers are connected to the Internet and are identified as computers for instructional use. This is a ration of 1:1.34 students to modern instructional computers district-wide. BCPS has 324 classrooms that are connected to the Internet. The WAN speed is 10Gbps to four of the six schools and 50 Mbps Metro Ethernet to the remaining two schools. A new media distribution system, Safari Montage, has been installed and is being rolled-out to every classroom, media center, and administrative area in the district.

Burke County High School (BCHS) has made vast improvements over the past three years as it successfully implemented a SIG 1003(g) in FY 2010. This grant made increased funding available for school (ActivBoard), digital projector, teacher laptop and iPad). There are 567 laptops/notebooks and 25 Netbooks, and 22 mobile carts used for "all- school mobile labs." 480 desktops are used in nine stationary labs, in some classrooms, and in the media center. District awarded Mini Grants to some teachers along with the SIG 1003 (g) helped to purchase 230 tablets. This equates to a students to modern instructional computers ratio of 1:0.88 at this school. The use of student response devices (1018 all-school devices) is becoming more evident

Burke County Life Center (BCLC), a division of BCHS, has 2 stationary Plato Learning labs with 25 student workstations each, a 20 laptops mobile lab, and one Promethean ActivBoard equipped presentation room.

Burke County Middle School (BCMS) has continued to increase its focus on building a 21<sup>st</sup> century learning environment by equipping 72 of its 77 classrooms with interactive whiteboards,

teacher laptops, interactive slates, and digital projectors. The use of student response devices (470 all-school devices) is becoming pervasive. There are 375 laptops, and 24 mobile carts used for "all- school mobile labs", 309 desktops are used in 2 stationary labs, classrooms and the media center and 294 tablet computers. This equates to a students to modern instructional computers ratio of 1:1 at this school.

Blakeney Elementary School (BES) continues to refresh the aging equipment gained from the implementation of the FY2003 GaDOE Title IID Competitive Math Grant. All 58 classrooms are equipped with interactive whiteboards, teacher laptops, interactive slates, and digital projectors. The use of student response devices (830 all-school devices) is pervasive. There are 397 laptops, and 8 mobile carts used for "all- school mobile labs." 326 desktops are used in 3 stationary labs, classrooms and the media center. This equates to a students to modern instructional computer ratio of 1:1.09 at this school.

S.G.A Elementary School (SGA) has equipped 30 of its 35 classrooms with interactive whiteboards, teacher laptops, interactive slates and digital projectors. The use of student response devices (832 all-school devices) is becoming pervasive. There are 35 laptops, and 1 mobile carts used for "all- school mobile labs", 10 tablets, 318 desktops used in 1 stationary lab, classrooms and the media center. This equates to a students to modern instructional computer ratio of 1:1 at this school.

Waynesboro Primary School (WPS) has equipped 61 of its 80 classrooms with interactive whiteboards, teacher laptops, interactive slates and digital projectors. The use of student response devices (120 all-school devices) is becoming pervasive. There are 130 laptops, 100 tablets (nooks, iPads, Nabi), and 504 desktops that are used in 5 stationary labs, classrooms and the media center. This equates to a students to modern instructional computer ratio of 1.5:1 at this school.

Burke County Academy of Success (BCAS), formerly Burke County Alternative School (BCAS), serves the middle school students. Four of the seven classrooms are equipped with interactive whiteboards, teacher laptops, interactive slates and digital projectors. There are 30 laptops, two mobile cart used for "all-school mobile labs." Fifty-eight desktops computers are used in two stationary computer labs, classrooms, and the media center.

In an effort to identify the number of students' families who have access to technology outside of the school system, BCPS conducts a technology and internet availability survey. This information is used to determine how many of our students across the different subgroups have access to technology outside of the school building. SWDs at all schools who are determined to be in need of additional assistance, are provided with Academic Support classes. These classes are designed to provide extra time and support in all academic areas based on the individual needs of each student. Services are provided by Special Education Teachers.

Burke County has a small but growing ELL and migrant student population, but we do not qualify to receive Title III funds to support an ESOL program. However, these students are

extremely at-risk and need services that will increase their ability to benefit from academics. Therefore in the absence of Title III funds we will utilize Title I funds to have an ELL contact at each school that will work with teachers to ensure that they know how to use language standards to teach ELL students through the content. These staff members will provide services to teachers of ELL students in addition to their regular duties and work with Title I staff to provide interpreters and family assistance. They will need to receive extended day supplements consistent with the time necessary for them to perform these services above their regular contract day.

Limited-English-proficient students have often been left behind and left out of previous education reforms. NCLB includes several major provisions designed to make sure that these students gain essential language skills and meet the state proficiency standards that apply to all students.

During the FY 16 school year, Burke County will offer 21<sup>st</sup> Century services to students at BCMS. Title I funds will be used to provide tutorial services at the primary, elementary, and high school level on a small more intimate scale for our academically disadvantaged students to include migrant students, limited English proficient students, and students with disabilities. We will continue to support the efforts of before-school and Saturday school options where feasible. Burke County continues to be committed to the integration of technology as a bridge to help disadvantaged students achieve and to support the continued learning of our teachers in this process. A portion of Title I funds will be earmarked to provide after school tutors to assist in meeting the needs of our migrant, EL, SWD, and homeless student population.

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

*A description of the strategy the LEA will use to coordinate programs under Titles I, II, III, IV, VI, Part B, Perkins, and IDEA to provide professional learning on the integration of technology into the curriculum and instruction to improve and support teaching, learning, and technology literacy. The description should include purchasing technology, available technology tools, distance learning opportunities, and professional learning for teachers, administrators, pupil services personnel, any other staff, and parents.*

BCPS has an established System Level Planning (SLP) committee that meets monthly. The purpose of this committee is to consider the district needs and formulate a systemic way of meeting those needs. It also fosters collaboration between the schools and all district level departments such as Special Ed, Title I, Professional Learning, Business Office, School Food Service, Technology Services, Instructional Technology/Testing, Social Work, Transportation, the Board of Education, and parents. The monthly meeting allows stakeholders to develop successful strategies to ensure that all stakeholders have input into system level planning.

Technology plays a major role in the academic success of Burke County students. Supporting teachers in acquiring the knowledge and experience with the vast range of instructional technologies and learning strategies for using technology effectively in the classroom is an integral part of our comprehensive plan. The system encourages teachers to integrate technology daily by providing equipment and professional development that supports this endeavor. For example, equipment such as wireless mobile laptop labs, ActivBoards, laptops and desktop computers, LCD projectors, and digital cameras are in many classrooms. Special needs students, migrant, and EL students at all schools have access to various online learning support programs such as BrainPop, Wilson Reading, Enchanted Learning, programs/apps utilized for specific groups to assist in remediation and deficiencies. More specialized populations also utilize programs such as Unique Learning Systems and certain Speech / Language applications. Additional equipment includes netbooks, iPads, Nooks, and Kindles.

In addition, the Professional Learning Directors work with the Federal Programs Director as well as building level leaders to provide training for all accessible technology using various professional learning models, including consultants, train-the-trainer, online, and face-to-face workshops. All professional learning activities are data-driven and designed to support high levels of learning for all students. Professional learning has evolved into a comprehensive school improvement process. Professional Learning Units (PLUs) are often provided as an added incentive to help teachers earn credit toward certification renewal while learning. All activities require follow-up, additional collegial interaction, monitoring, and feedback. This follow-up provides the information needed for additional courses in technology training. Regular and special education teachers received in-service and on-going technical support on application of technology in the content areas. Teachers participate in training sessions during the school day, after school, on scheduled professional learning days, and during the summer to learn how to effectively integrate technology into the curriculum to enhance learning and achievement for all

students. Follow-up training is scheduled during the school year to address questions that arise after teachers have had an opportunity to use this new technology. Advanced online training sessions are made available for teachers who have mastered the basics of integrating the new technology into their everyday lesson plans. The system employs a full-time Director of Technology who coordinates technology purchases district wide, and manages the technology infrastructure. The director works closely with the Instructional Technology Director, the Federal Programs Director, the Student Services Director, the CTAE Director, the Curriculum and Professional Learning Directors, and Principals to plan, fund, and coordinate staff training activities. An A+ Certified Technology Support Technician is based in each school and serves as the first level of technology support. The district's Technology Services Department consists of the Director of Technology, one System Support Specialist and one Technology Support Technician, all serving as the second level of support for the schools.

**7. Title II, Part D (NOT APPLICABLE)**

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

## **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.*

Prior to purchase of any products, materials, programs, technology, or resources, a record should be on file and approved by the designee in each department. The LEA reviews research to validate content, programs, and strategies. There is also a heavy reliance on the Georgia Department of Education and CSRA RESA. Members of the LEA remain active with professional organizations (GAEL, ASCD, NSCD, NCTE, NCTM, just to name a few) whose members consist primarily of educators engaged in research. We also consult with neighboring systems that have similar demographics about their successes with products, practices, and programs. When possible, the LEA takes advantage of complementary trials and collects data during use in order to make informed decisions. The LEA encourages its leaders to carefully examine research and educates/provides training in how to understand and apply research findings. Still other practices have been created by practitioners in their own classrooms or schools and shared with others informally or through exchanges at professional meetings. Professional readings, workshops, and conferences are invaluable when trying to identify appropriate practices, products, and programs as well. Authors such as McTighe, Wiggins, Marzano, and Tomlinson who remain active in the field are regularly referenced in our professional learning communities at both the school and district level and across all programs. This includes Special Education, Professional Learning, federal programs Safe & Drug Free Schools, and Technology/Media. Staff member participate in professional learning designed specifically for the purpose of evaluating practices and products (i.e. Model Schools, GACTE).

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

Burke County continues to partner with the Early Head Start Program. This will allow greater coordination with services for students between six weeks of age until they graduate from High School. Several district- level personnel assisted with the self-assessment process during the 2014-2015 school year. The Director of Federal Programs , Director of Special Education, Director of Early Head Start, and the Curriculum Director for Pre-K & Kindergarten will work on a regular basis to coordinate services.

Transition from early intervention to Georgia PK to Kindergarten is seamless with Individual Education Program (IEP) plans developed collaboratively between other agencies, Parents, and LEA. Students without disabilities oftentimes receive incidental benefit from IDEA program services through the infusion of technology and material resource in co-taught classrooms; co-teacher or paraprofessional support; and, professional development opportunities aimed at increasing achievement for ALL students including SWD, migrant, EL, and homeless students. The local plan highlights what parents, community groups, the private sector, and local schools need to do to close the achievement gap. Parents are encouraged to become more involved with their child's education, both at home and at school. Schools will focus on setting high expectations for all students. A major focus will be on K-8 reading and math programs. Community organizations are encouraged to work with schools to encourage more outreach, and to provide after-school, summer mentoring, and tutoring programs. The private sector can develop career education programs, provide scholarship money for students, and provide flexible work schedules so parents can attend school events. The LEA will continue to coordinate and integrate services under federal programs. Develop and circulate information about the best ways to improve all students' educational achievement. The LEA will create a timeline, provide support for all students, and ensure that all families are aware of federal programs that may benefit them.

The emphasis is always on serving all students, improving all structures that support student learning for our SWD, migrant, EL, and homeless population students, and combining all resources, as allowed, to achieve a common goal, resulting in an ongoing, comprehensive plan for that is owned by the entire school community. The first step in this process is to conduct a comprehensive needs assessment that identifies strengths and challenges in key areas that affect

student achievement. Multiple data sources are utilized in the needs assessment, and all key personnel responsible for implementing various programs are engaged in this process. After careful study BCPS works to identify reform strategies, aligned with the needs assessment, that are research-based and that provide opportunities for all children to meet standards. Just as important as during the needs assessment stage, those in charge of other services will be at the table. As decisions are being made regarding activities, services, material, and equipment, again, all key players will be at the table, providing input on the best ways to allocate resources without duplication. Some examples will follow.

Title I funds will be utilized for professionals learning opportunities, select computer software programs, parental involvement activities, general supplies used to disseminate information and enhance instruction, salaries for teachers and paraprofessionals, technology equipment and supplies, after school and summer/transition school teachers and paraprofessionals, and stipends for EL support personnel .

***Example 1:***

Title I includes requirements regarding qualifications for teachers and paraprofessionals and requires LEAs with staff members who are not highly qualified to set aside at least 5 percent of their annual allocation to ensure all teachers become highly qualified. Title II, Part A--Preparing, Training, and Recruiting High Quality Teachers and Principals is intended and designed to " increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools..." District observation data indicates a need for professional learning in the area of Differentiated Instruction and inter-rater reliability regarding teacher evaluation. The expected outcome of the DI professional learning is that even teachers who are not HQ (Title I, Title IIA) will participate. Teacher quality will be improved (Title IIA). Students of all subgroups (i.e. SWD, ELL, Migrant, and Homeless) will reap the benefits of the professional learning. Failure to coordinate and integrate services in this example would result in duplication of services and waste.

***Example 2:***

The district plans professional learning on Formative Instructional Practices (FIP), where teachers will learn how to incorporate various assessment methods in order to assess student learning. Methods include questioning strategies, self-assessment, observations, conferences, peer assessment, and role playing just to name a few. The expected outcome of the FIP professional learning is that even teachers who are not HQ (Title I, Title IIA) will participate. Teacher quality will be improved (Title IIA). Students of all subgroups (i.e. SWD, ELL, Migrant) will reap the benefits of the professional learning. Failure to coordinate and integrate services in this example would result in duplication of services and waste.

***Example 3:***

Students without disabilities oftentimes receive incidental benefit from IDEA program services through the infusion of technology and material resource in co-taught classrooms; co-teacher or paraprofessional support; and, professional development opportunities aimed at increasing

achievement for ALL students

Burke County has now added the Early Head Start Program. This will allow greater coordination with services for students between six weeks of age until they graduate from High School. The P-5 Curriculum Director serves as the district contact for EHS, is a member of the EHS board, and attends Policy Council meetings and other trainings. Transition from EHS, to Head Start to Pre-K, to Kindergarten is seamless with Individual Education Program (IEP) plans developed collaboratively between agencies, Parents, and LEA.

BCPS also collaborates with Head Start agencies and, where feasible, other providers of early childhood development programs on activities including transfer of records, development of communication channels for teachers and staff, meetings for parents and teachers, transition training, and linking services.

## 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.***

Burke County is part of the CSRA RESA Safe and Drug Free Schools and Communities (SADFSC) consortium. Most of the drug, violence and tobacco standards are incorporated into the science and health curricula. Specific research-based programs have been selected based on needs identified through the annual Georgia Student Health Survey 2.0, the Georgia School Personnel Survey, and the Georgia Parent Survey. We also work with private and public agencies to implement additional programs. The following drug and safety programs are in place and integrated into the regular curriculum by teachers and guidance counselors:

Good Touch- Bad Touch; Second Step: A Violence Prevention Program; The No-Bullying Program, Johnson Institute Hazelden Safe Schools/Safe Streets; Scholastic Conflict Resolution Skills; and the Sunburst Alcohol and Drug Awareness Program (ADAP) taught primarily in high school Health and Safety class and required to obtain a Georgia driver's license. Our community partners present the following life-style and decision-based programs: Drug and Alcohol Resistance Education (DARE) is taught to fifth graders by local police and sheriff personnel; Mentoring Program (Sponsored by Burke County Partnership Communities in Schools at the high school and middle school levels with community leaders mentoring "at risk" students. Positive Behavioral Interventions and Supports (PBIS) is utilized in all schools to reinforce and reward positive behavior as opposed to focusing on the negative.

Our school system will continue the implementation of Readiness and Emergency Management for Burke County Schools (REMBC). The following are highlights of this state required emergency preparedness plan:

- All-hazards emergency plan
- Based on the four phases of emergency management
- Each school has a CRT (Crisis Response Team)
- The REMBC is supported by and receives input from local and state agencies
- Our Emergency Plan is recognized by the Georgia Emergency Management Agency (GEMA/HS) as being in full compliance of O.C.G.A. 20-2-1185

A Crisis Response Team Chairperson is located on each campus and meets with the BCPS Administrative Liaison along with local law enforcement and emergency responders on a regular basis for drills, exercises, and appropriate professional learning.

As of the 2014-2015 school year, our high school and middle school have a full digital camera security system in place. Our three elementary schools and the middle school are locked facilities

with a camera- controlled entrance system.

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

***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.***

Poverty is described by children eligible for free and reduced lunch as determined by the National Free Lunch School Act. In order for schools to be eligible for Title I services a minimum of 35% of the students in that school should be eligible for free and reduced lunch. Eligible attendance areas are determined by the number of students, ages 5 to 17 years or older who reside in a particular area. Attendance areas are identified by school areas in which students reside. The number of resident children in each area is recorded. The number of children who are normally served in the geographical area in which the school resides are calculated. This number is usually calculated from the Fall FTE count plus private school children, dropouts, home study and homeless children not in school and five years old children not in school. These figures are listed and added for each attendance area. The percent of poverty for each attendance area is divided by the number of low-income children by the number of resident children. As a result you have the percent poverty for each attendance area. The attendance areas are ranked from the highest poverty percent to the lowest. The highest poverty percent is listed as the top attendance areas and the others will be listed in descending order. According to Title I guidelines, if the poverty rate for any school is less than 75%, group attendance will be used. Grade span grouping is an alternate choice. Burke County has no school with less than 75% Poverty. Burke County High has the lowest rate of poverty. We continue to use the Free and Reduced lunch rate as the determination of school eligibility based on poverty rates.

Using the Community Eligibility Provision (CEP) method in FY14 S.G.A. Elementary's poverty rate was 55.88% which meant that they were our highest poverty school. Burke County High School's poverty rate was 45.43% which was ranked the lowest poverty school in the district.

**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.***

Burke County Public School System no longer has a Title I Target Assisted School. Our high school was the last school in the district approved as a school-wide Title I program beginning with the 2009-2010 school year. Therefore, we do not have any Targeted Assistance Schools.

### **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.*

All schools in the district are Title I School-wide schools. Waynesboro Primary has serves students in grades Pre-K through 2<sup>nd</sup>. Sardis Girard Alexander Elementary serves students in grades Pre-K through 5<sup>th</sup>. Blakeney Elementary serves students in grades 3-5. Burke County Middle serves those students in grades 6-8, and Burke County High serves those in grades 9-12. Middle school students receiving an alternative education are served at Burke County Academy of Success while their high school counterparts are served at Burke County Life Center. The instructional program in all schools is based on state standards with an emphasis on research-based teaching strategies -and programs. Heavy emphasis is placed on the integration of technology to enhance instruction. In addition to direct instruction, computer based programs such as Waterford, Reading Plus, and I-Pass (just to name a few) are used to assist students in meeting GPS/CCGPS standards. BCMS offers a variety of connections courses (Foreign language, technology, careers, etc.) tailored to meet student interests. Every student is enrolled in a different connection class every nine weeks, unless they are in Chorus, Band, Remedial math or reading, or Physical Education. Chorus and Band, as well as the remedial education classes are year-long classes. Physical Education is one semester. BCHS operates on a seven period schedule and continues to increase the variety of CTAE courses being offered for students to effectively complete their pathways. BCHS also has a growing AP program. Plato and Georgia Virtual School, Distance Learning and Georgia Credit Recovery programs are used to catch students up and/or accelerate their learning as needed. All schools in the district collaborate as needed to provide the appropriate educational experiences for students enrolled at GNETS (Georgia Network of Education Therapeutic Support). The LEA also partners with the local social agencies so that it is in a better position to serve students in foster and/or adoptive care. An early intervention program (EIP) is provided at the elementary level to reduce the pupil teacher ratio and enhance academic instruction. Partnerships with agencies such as Communities in Schools (CIS) and federal funds make it possible to have tutors to assist during the day. There is ongoing training as the LEA strives to improve implementation of Inclusion, particularly the co-teaching model. Formative assessment is being used more frequently, and results are used to further drive instruction. The needs of ELL students are met via lab (Waterford) setting, tutoring, online programs (Rosetta Stone, Ellis Essentials or Academics, enrollment in ESOL Increased Learning Time Programs), and immersion. BCMS ends the day with 52 minutes of extended learning time designed to provide additional instructional support primarily in the areas of reading and math based on CRCT data. Students are assigned to reading groups according to the CRCT results. Discovery/Gifted students are enrolled in Discovery/Gifted classes including French I and Spanish I for 8th Grade. Instruction is based on GPS standards . Funds are provided through Professional Learning, IDEA, Title I and Title V. 2. To provide a smaller learning environment

for our most at-risk students, additional teachers are funded through Title I. The services provided by Safe and Drug Free Schools to students in Title 1 school-wide schools will be based on the specific needs of students in that school just as services are provided to all other students in our system.

CTAE Programs at the high school are offered in the following National Career Clusters: Business, [Business, Management and Administration](#); [Finance](#); Government and Public Administration; [Food and Natural Resources](#); Family and Consumer Science, [Education and Training](#); [Human Services](#); Agriculture, Science, Mathematics; Engineering and Technology, Healthcare Science, Transportation, Distribution, and Logistics, Early Childhood Education, Architecture and Construction as well as Teaching as a Profession and JROTC. An additional Cluster, Energy, is being added for FY 16. All Clusters offer at least one career pathway with most offering more than one. The courses in these pathways contain both program specific and embedded academic standards. Students are encouraged to become completers in their respective pathways. Students completing a pathway take the related End of Pathway Assessments. Students who pass the assessments earn a credential or certificate including prestigious credentials such as Microsoft Office Specialist Certification. Many CTAE courses are articulated with Augusta Technical College. Students enrolled in articulated courses may earn potential credit for these courses. CTAE programs at the middle school are offered in the areas of Business, Engineering and Technology, Family and Consumer Science, Agriculture, and Career Exploration. CTAE teachers at both the middle and high school have completed GPS training as well as CCGPS literacy standards to more fully implement both program specific and academic standards. Students are encouraged to become concentrators or completers in their respective pathways. Perkins funds are used to provide equipment, supplies, and professional development to support these programs. The School System CTAE Advisory Board meets at least twice a year to review the course offerings and discuss the implementation of new programs based on the needs of the businesses and industries and the interests of the students. In addition, students are encouraged to participate in Work Based Learning (WBL), Internships, Youth Apprenticeship, joint/dual enrollment, and to obtain certification that may be offered through their respective programs.

We have no Targeted assistance schools in Burke County nor do we have any schools for neglected or delinquent children within Burke County. During the summer we offer a three day transition program for our Rising 6<sup>th</sup> and 9<sup>th</sup> grade students to assist them with becoming acclimated with a new school setting. A modified summer program is also offered for students in need of additional instructional support.

#### **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 process used by LEA to locate and serve homeless children and youth include circulating a system level survey to each public school employee, collaborating with DFAC, Magistrate Court, Wimberly House, Health Department, pupil personnel services, Social Worker, Communities In Schools, juvenile delinquent agencies, Title I Family Coordinators, Early Head Start, churches and civic groups in the county and conducted phone conferences to identify and assist families in need. Services include tutoring, helping families find agencies that provide finances for those with specific needs, transporting students to special programs and/or agencies. Needs assessment reviewed to determine skill gaps for homeless students. Based on these findings instructional services will be provided for students with subgroup data on academic achievement for the homeless. Mentoring and tutoring services are available to homeless students. In the absence of a homeless grant, Title I funds are used to provide tutoring and homework assistance Professional development and other activities for educators and pupil services personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youth. Provision of referral services to homeless children and youth for medical, dental, mental and other health services. Provision of assistance to attract, engage and retain homeless children and youth in public school programs and services identical to those provided to non-homeless children and youth. Education and training to the parents of homeless children and youth about the rights of and resources available to, such children and youth.

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

*In completing this section you should review the parental involvement strategies already defined in your LEA's parental involvement policy. The policy must include the items below, although other strategies may still be considered. As long as all the strategies below are addressed in your LEA parental involvement policy, it is recommended that you utilize much of that language in the text box below. By doing this, you will have met the requirements in this section for Title I, Part A, however, please be advised you still may need to add additional language for the other federal programs included in this plan descriptor. Please note: You may only include 10,000 characters (which includes letters, numbers, spaces – basically any strike on the keyboard) in the text box below. Therefore, you may need to further summarize the language from your LEA parental involvement policy to address all the required strategies listed.*

- 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 included opportunities for all parents of students receiving Title I services to be included in the development and yearly revision of the LEA parental involvement policy and in the decisions regarding how the 1% set-aside for parental involvement are allotted for parental involvement activities.*
- c. How the LEA will provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.*
- d. How the LEA will build school and parents capacity for strong parental involvement through the six requirements in law (Section 1118(e)) with particular attention on how to support a partnership among the school, parents, and community.*
- e. 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.*
- f. How the LEA will conduct an annual evaluation of the content and effectiveness of parental involvement.*
- g. How the LEA will use data from the annual evaluation to design strategies for a more effective parental involvement policy.*
- h. How the LEA will involve parents in schoolwide activities.*

Parental and stakeholder involvement is vitally important to the success of any school district. Burke County is no exception and constantly solicits parental and stakeholder involvement (suggestions, ideas and opinions) regarding all aspects of the school district. The district revises a Comprehensive Plan for improving student academic achievement on a yearly basis and input is solicited from all stakeholders. This plan is posted on the school and district websites for all parents and community leaders to provide feedback. Paper copies are available at all the schools for any parent to review and give feedback. Parents and teachers who serve on the School Leadership or Better Seeking Teams, School Council, Parent Involvement Committee and school

and district Parent Advisory Councils are provided opportunities to offer suggestions during the revision process. Our superintendent speaks at various clubs and organizations during the year and those individuals present are informed of the plan, its contents and afforded opportunities to give input. In addition to posting the plan on the website and sending automated phone messages to solicit input, announcements are made at all parent meetings and in the newspaper in hopes of garnering input from all Title I parents.

Dates and times of various parent meetings are announced, printed in the newspaper, placed on school and district websites and advertised repeatedly prior to the parent event via Facebook and Twitter and by using the automated phone system or BCPS App. Parent Involvement activities are scheduled at least once per nine weeks and all are posted on the district and school calendars and websites. School calendars are shared among principals to prevent an overlap of events being scheduled on the same day and time. The Director of Federal Programs, other district level personnel and building level administrators may facilitate parent involvement meetings and provide their expertise on topics that are being addressed with parents such as the new assessments, Georgia Milestones or the CCRPI. Our Annual Title I meetings are held at each school for informational purposes in the fall of the year and to obtain feedback from parents during the spring. Policies and plans are posted on websites, discussed at various meetings including, School Council Meeting, Parent Advisory Committee Meetings, Leadership meeting and BOE meetings to garner feedback from parents. Survey data from the annual Title I parent surveys along with our annual Advance Ed or ESOL surveys also provide meaningful feedback. All parents are afforded numerous opportunities to participate in activities and provide feedback regarding various Title I documents and topics for training. Survey data is utilized to develop Parent Involvement Plans (PIP). Parents are encouraged and have the option of serving as volunteers on various school and district committees such as School Leadership Team, School Council, School Wide Plan and Parent Involvement Plan Committees to give input; however, input is solicited from all parents and not just these pre-established committees that include parents as members.

The LEA is always accessible to the community to assist with parent involvement initiatives. The Federal Programs Director and the Elementary Curriculum Director collaborates on a regular basis to discuss parental involvement strategies and opportunities for bringing parents together to increase their level of involvement in the education of their children. The Elementary Curriculum Director serves on the Policy Council Board at Early Head Start (EHS) and assists with the selection and development of EHS programs, personnel and activities. The district is constantly seeking a seamless transition from one level to the next in regards to Early Head Start, Head Start and Pre-K. These programs are linked with the local Title I initiatives. Parent involvement is required at all levels of a child's education and the collaborative effort that exist among the various entities provide countless opportunities for all parents at all levels to acquire the strategies needed to ensure that all parents are more informed and have access to the necessary skills needed to assist their children in being successful beyond their Preschool years. Workshops for parents are provided with the approval of personnel employed at these facilities. Coordinators (Pre-K, Parent coordinators, Head Start, Kindergarten, Title I, Early Head Start coordinator) collaborate when needed to discuss programs to improve student performance and increase parental involvement. Guidance for revising and developing the School Improvement Plans,

Corrective action plans, if necessary, and restructuring plans are supported through an initial meeting with principals to explain the process. Parents will participate in these initiatives and receive information on the results. Assistant principals, Title I Coordinator, instructional coordinators and central office personnel through classroom visits and focus walks will provide monitoring of school level plans. Plans will be evaluated through benchmarks, CRCT (now Georgia Milestones) data, other assessment data, observation results, and summaries of focus walks. Parents, stakeholders, school personnel, and business partners will participate in collecting data, attending workshops, reviewing and providing input for the Equity Plan ,CLIP, School-Wide Plans and Parental Involvement Policies.

Building capacity among schools, parents and the community is a work in progress. The LEA partners with organizations and agencies such as the Wimberly House, United Way and Relay for Life to ensure that we are involved in community outreach programs. Since Burke County is huge district landwise, with as many as twenty two miles from the county seat to next town, the district has held community forums throughout the county on various topics such as CCRPI, GA Milestones, Designation status, HiQ,, and Flexibility Options, etc., to engage and inform more parents. Parent volunteers and PTA members assist the school and district in identifying key community leaders and parents who would be instrumental in increasing parental involvement in the various schools. Empowering parents to spearhead parental involvement activities with the support of the district is a key component of parent involvement. These parent or community led meetings are community based and the interaction with parents, in a less formalized manner, plays a critical role in recruiting and increasing parent participation. Parents receive information regarding school wide events through various communication media - student planners; written notices; newsletters; system and school websites; newspaper articles; email; flyers; and, TV and radio public service announcements. Incentives will be provided to students and parents to encourage participation in school wide activities

The effectiveness of any program hinges on meeting the goals and objectives of the program. Parental involvement is designed to equip parents with the necessary skills for them to become engaged in their children's education. Informal and formal conversations are held with parents to determine the effectiveness of our parental involvement programs. Surveys are also disseminated electronically or via hard copy to parents to capture feedback regarding the types of activities that they would like to see addressed at parent meetings, how these meetings can be improved and how the district can best utilize the one percent set aside funds for parent engagement activities to better meet the needs of all stakeholders. Input regarding the 1% allocation is also discussed at parent meetings and in other settings. Records of participation (sign in sheets); documentation of parental communications (fliers, phone logs, conference logs, emails to parents-BCMS); monthly and annual reports; as well as summative survey data will be used to evaluate the effectiveness of parental involvement efforts. Annual evaluation data will be used to guide future efforts, to revise plans, and to provide positive feedback for efforts that are experiencing success which can be expanded for greater impact. Parents will receive information regarding school wide events through various communication media - student planners; written notices; Facebook; BCPS App; Automated Calls; newsletters; system and school websites; newspaper articles; email; flyers; and, TV and radio public service announcements. Incentives will be provided to students and parents

to encourage participation in school wide activities.

Each school along with the Federal Programs Director, School Improvement, Professional Learning Staff, and Equity Team provides all parents numerous opportunities to be involved in the development and/or review and revision process of the Parent Involvement Policy as well as School-wide Title I plans, Annual Needs Assessments, prioritizing needs, and identifying the actions or strategies to address these needs. The LEA distributes and /or shares the Parent Involvement Policy at the Annual Title I meeting at the beginning of the year so that stakeholders will have ample time to pursue these documents and provide feedback during the spring of the year as the district and schools go through the revision process. The committee evaluates the policy on an annual basis using the results of surveys and any additional feedback received from parents and other stakeholders during the summer and first month of the new school year. Each school has a parent involvement policy and a school compact, which is evaluated on an annual basis by the various committee as well as other Title I parents. Each school conducts an annual parent survey. The results of each survey are used to modify school plans as well as the parent involvement policy during the first month of the school year.

The LEA provides services and training to Title I schools and staff to involve parents through workshops facilitated by the Title I coordinator, parent coordinators, principals, teachers, and counselors. The Burke County Board of Education and schools carry out the six requirements for building parents' capacity to be involved in the schools. These include communicating, parenting, student learning, volunteering, school decision-making and collaborating with the community. A few of the workshops include Parent University, GCAPS, CCRPI, School Safety, State assessment, Student Growth Percentile, and Reading Tips. All parents such as Title III, Title IV, and SWD parents may participate in the workshops. Each school conducts an annual Title I meeting at the beginning of the year with parents to explain the Title I program. In the spring, an End of the year Title I meeting is held to obtain feedback from parents on the various documents and facet of the Title I programs. Parents are asked to brainstorm and assist with developing and facilitating school wide activities which align with various identified needs and topics suggested by parents. They are also very instrumental in recruiting other parents and community agencies in partnering with the district to offer programs, workshops or health fairs that would be beneficial to the school district as well as the community.

Survey results, as well as informal and formal observations, and conversations are utilized to judge the effectiveness of the Title I Program. Surveys are analyzed to identify strengths and weakness in order to tweak the parental involvement piece and make it more appealing and effective. Meetings are held with parent coordinators on a monthly basis. At this time, parent involvement information, initiatives, along with federal and local mandates are shared. Parent coordinators share the information with administrators, teachers and other staff members through various means: websites, flyers, newsletters, during faculty meetings, and dissemination of information in parent centers. During the Parent Involvement Policy Committee meetings, schools share identified concerns with parents. From this information, the committee brainstorms ways to develop or integrate strategies and techniques to enhance the Parent Involvement Policy. This committee seeks to assure parents that student achievement is constantly at the forefront of

the minds of school and district leaders during the decision making process. Parent Coordinators conduct or assist in conducting parent workshops on a monthly or nine-week basis. Some of our schools have a parent center for use by the Title I parents. Resources are also available through the media center to assist parents regarding parenting needs (GED information, test taking tips, etc.). Opportunities are also available to share information and requests are made for parents to volunteer and serve on committees at the school and district levels such as LEA plans, School Council, District Accreditation, Textbook, School Improvement Plans, School wide plans, Parent Involvement Policy, discipline committee, safe & drug free schools committee, attendance committee and parent committees. Information is sent to parents in a language they understand. The Transact program is used to provide translated materials for other language families. This website is available for use by system and school personnel.

Parents, members of business and industry, teachers, administrators, and students serve on the School System CTAE Advisory Council. This group meets at least twice a year to review the effectiveness of current programs offered in the CTAE department and to make recommendations pertaining to current and future programs. In addition, parents serve on the individual CTAE Program specific advisory boards.

The Title I Director utilizes Parent Coordinators, Graduation Coaches, and ESOL contacts in each school to improve services to Migrant, Immigrant, Homeless, and ELL students. Appropriate staffs are trained on the use of Translators, Translation programs, and TransAct in order to improve communication.

### **III. Equity Indicator # 2- Equity of Stakeholder Involvement (Target)**

During regularly scheduled parent coordinators, school council and parent advisory council meetings, our stakeholders are informed of and provided an opportunity to review the system's equity plan. A general overview of the contents of the plan is presented to the stakeholders followed by an opportunity for them to discuss concerns and give suggestions.

Survey data (SACS, Parent meetings, and Professional Learning) were utilized as a means to determine annual assessment needs. Parent Involvement committee members along with school council and parent advisory members were involved in providing information to assist with identifying the needs of the system. Parent coordinators worked collaboratively with principals and school personnel to collect and analyze data from the needs assessment. This information was given to the Assessment Director for review.

Various equity sessions were held to discuss the plan and receive input from a range of stakeholders. In addition to discussing the plan at meetings or workshop, our Public Information Officer was instrumental in publicizing the plan via website, and other media.

Through an assortment of family engagement activities, instructional cabinet meetings, system level meetings, civic groups and board meetings, information pertaining to the plan was disseminated and stakeholders were presented with numerous opportunities to express concerns

regarding needs or areas of improvement.

The Burke County School System demonstrates commitment to community expectations and stakeholders' satisfaction by demonstrating an open door and responsive policy by communicating through the use of print, electronic and social media. Input is solicited from the school community inclusive of parents, teachers, staff, students and community leaders.

The Burke County School System's website (<http://www.burke.k12.ga.us/>) is a vital tool for communicating with all stakeholders, which is maintained by the system's Public Information Officer. Individual schools have websites with specific information for parents and stakeholders. Items of interest to stakeholders include, but are not limited to homework, test dates, special events, timelines and various contact information if additional information is needed. The school system has a Spanish translator to provide Spanish translations to the system Spanish speaking stakeholders.

The local newspaper, *The True Citizen*, is a reliable media utilized to share education news and achievements with the community concerning the recognition and celebration of various accomplishments.

The Superintendent or designee frequently speaks at various civic organizations and events such as the Rotary Club, Optimist Club and Chamber of Commerce. He also serves on numerous boards in the community and these events provide a forum for disseminating information to stakeholders. The Superintendent makes a concerted effort to attend school and community events where formal and informal dialogue with stakeholders about school related issues are addressed, and a forum exist to listen to stakeholders' thoughts and concerns.

The Superintendent holds regularly scheduled meetings with the school system's directors, and monthly meetings are held with principals and various Central Office personnel to discuss pertinent information. Additionally, information is shared from the monthly Board of Education meetings. To ensure that board members are informed of various programs and initiatives utilized to enhance student achievement, principals make a presentation at a regular Board of Education at least once a year.

The Federal Programs Director holds regularly scheduled Parent Advisory meetings with the school system's parents, Title I Parent Coordinators, and stakeholders. Title I Parent Coordinators are assigned to each school, and they have parent meetings a minimum of once every nine weeks where all stakeholders are given the opportunity to help develop parent involvement plans, school wide plans, equity plans, school-parent-student compacts, and give input on the school operations.

Monthly Board of Education meetings are held and stakeholders are invited to attend and address the board regarding certain programs or concerns. Minutes from monthly Board meetings are disseminated to the school system's employees via email, e-Board, and are posted on the website. A summary report of the Board meeting is also provided by the local newspaper.

School sites have business/community partnerships that provide financial and human resources to support the schools and enhance the educational activities for the students. Parent Coordinators are utilized in each school to disseminate information to parents and community leaders regarding various events and activities. Schools have active Parent Teacher Organizations and School Councils meetings. Each organization provides opportunities for sharing and obtaining information from stakeholders.

The Burke County School System has representation at industry and chamber meetings (CTAE Director, and Assistant Superintendent) to identify the needs and expectations of the community and provide stakeholders the opportunity to serve on system and school committees such as Parent Advisory Boards, Title I Parent Meetings. Additional services are provided by speaking to classes on various topics related to the work force or serving as mentors.

The Burke County School System collaborates with the Department of Education, Regional Educational Service Agency, Educational Technology Center and Georgia Learning Resource System to ensure that the latest professional learning opportunities and resources are provided to have the greatest impact on student learning.

The Burke County School System employs a number of ways to communicate information to stakeholders about the effectiveness of the system and its schools, including the sharing of student performance results. The school system offers open-access to collective student performance data as well as overall school effectiveness.

The school system shares information with the school community through mediums such as the local newspaper, the system and school websites, newsletters, parent meetings and local Board of Education meetings. The College and Career Readiness Index (CCRPI) reports are shared with parents and the business community. A web-based student information system for parents provides academic, behavioral and attendance records, while personal contact with parents and students helps ensure students' needs are being addressed. Middle and high school students are able to monitor their academic progress through Student Portal.

The school system solicits the opinions of students, parents, teachers, support staff and community leaders through AdvancED. The survey was distributed in the fall of 2010 and all stakeholders were provided an opportunity to give feedback via survey responses. According to survey results community members believe their opinions are considered when important decisions are made. Parents and students indicate that they are relatively pleased with the quality of education students are receiving, as well as the additional assistance provided.

Based on 2013-2014 AdvancEd Parent Survey data, 73 percent agree that our schools share responsibility for student learning with its stakeholders and 83 percent believes the schools communicate effectively about the school's goals and activities. The survey was also disseminated in the spring and this is done annually.



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

***A description of the actions the LEA will take to assist its schools identified as Priority Schools, Focus Schools, and Title I, Part A Alert Schools.***

Burke County Public Schools have no schools designated as Focus, Alert or Priority. The Priority Status for Burke County was removed from the list in the Fall of 2013; therefore, none of our schools are identified as Needs Improvement Schools.

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

### ***A description of the actions the LEA will take to implement Flexible Learning Program (FLP) for schools identified as Priority Schools, Focus Schools, and (where applicable) Title I, Part A Alert Schools.***

Parents are notified via letter if students are attending a Priority, Focus or Alert School. The letter must include the reason for the designation and what parents can do to assist children regarding academic achievement as well as opportunities to check the professional qualifications of their children's teachers. Information regarding school choice is included. The ESEA Waiver requires that we notify parents of the IntraDistrict Transfer Process. Letters are posted on the district website and mailed prior to July 1<sup>st</sup> of each year and parents who would like to request a transfer from one school to another in the district must complete the form attached to the IntraDistrict letter by the required deadline. Limited slots are available and changes are not made after the deadline. Burke County has no schools labeled as Priority, Focus or Alert. The district does not have to complete a Flexible Learning Plan. 21<sup>st</sup> Century will be utilized as a supplemental education service at the Middle School during FY16

Burke County has no schools identified as needs improvement. In the case that we did, the following actions would be taken to implement public school choice and supplemental educational services. Specific steps are used to notify parents of students attending Priority, Focus, or Alert Schools. Procedures on file to inform parents of students attending Priority, Focus, Alert Schools include sending a letter to parents. The letter to the parent(s) or legal guardian(s) must include the reason for being designated as a Priority, Focus, or Alert School, what parents can do to assist their children, opportunity to check the professional qualifications of their children's teacher(s). Information on choice and transportation is also included in the letter. The ESEA Waiver requires that we notify Parents of the IntraDistrict Transfer Process. All schools are required by the Burke County Board of Education to complete a School Improvement plan, regardless of whether they are identified as Priority, Focus, and Alert. The plan must be prepared and revised annually with staff, parents, central office staff, and outside consultants no later than three months after the school is identified for Needs Improvement. The plan must include strategies for scientifically based research, inclusion practices regarding the core academic subjects and must spend a minimum of Title I Part A funds for Professional Development that directly addresses the issues which caused the school to be labeled "Needs Improvement". The plan also includes technical assistance, Burke County Board of Education and Department of Education assistance. Parent involvement initiatives must also be included in the plan for the particular school. Annual measurable objectives for all disaggregated student groups to achieve proficiency are a part of the plan. Each component of the plan must show a source of funds and how they will be used. Within 45 days after receiving the plan, the Burke County Board of Education, shall establish a peer review process to review the plan. The plan will be approved if it meets the criteria stated above. The Burke County Board of Education ensures technical assistance throughout the schools improvement plan process.



**18. Title I, Part A; Title II, Part A; 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; 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***
- e. English and any other language used for instruction, including having written and oral communication skills;***

Burke County School System has established the following procedures to ensure teachers and paraprofessionals are highly qualified and they remain highly qualified:

1. The highly qualified website is consistently updated for teachers and paraprofessionals who need to become highly qualified.
2. Professional Learning activities are planned for teachers and paraprofessionals who need to become highly qualified.
3. Recruitment efforts are enhanced to locate highly qualified teachers. Burke County School System will notify parents via newsletter, website, and personal mail delivered to their homes regarding their right to request the professional qualification of their children's teachers and paraprofessionals.

If a child has not been taught by a highly qualified teacher for 20 consecutive days, the school will notify the parent via written communication. Burke County School System provides teachers and paraprofessionals with assistance in becoming highly qualified. Funds are earmarked for this purpose. The "Parent Right to Know" letter is included in each school's student handbook or packet that is sent to parents at the beginning of each school year. Parents must sign verifying that they received this packet of information. The Burke County School System is making every effort to ensure that all teachers and paraprofessionals are highly qualified; therefore, no children, whether poor, minority, English deficient, or Title I will be taught by non- highly qualified teachers.

Walkthroughs and formative observation data is used to detect any deficient areas in oral and written communication skills of our teachers. If problems are noted, professional learning is scheduled to assist our ESOL teachers in remediating the problems in this area. All teachers in any language instruction educational program or limited English proficient students are fluent. The district determination fluency is based on Teacher Keys Effectiveness Educational System and their teacher certification test. Several content teacher is ESOL endorsed and teachers only speak in English - non dual language instruction.

The Burke County School System has policies and procedures in place to ensure that teachers and paraprofessionals are highly qualified. These policies are printed in the Burke County Policy and procedures book, the web site, and printed for each new teacher upon employment. The school system worked rapidly to make sure that all teachers and paraprofessionals were highly qualified by August 2006. Courses were provided for teachers and paraprofessionals, in addition to reminding them of the assessment. Paraprofessionals were also required to complete appropriate procedures for certification renewal and demonstrate qualified credentials. The assistant superintendent and Title II-A consultant checked teacher's certificates and qualifications. Also, the PSC website with highly qualified status was consulted. After review of the data highly qualified teachers and paraprofessionals were contacted in writing about their status.

This process continued bimonthly for these employees until they met necessary requirements. Currently for the FY115ear, the system has 99.93% of the Teachers and 100% of the paraprofessionals are highly qualified as **compared** to the FY12 data of 98.8% of the teachers and 99.2% of the paraprofessionals highly qualified. . To guarantee that both teachers and paraprofessionals remain highly qualified, letters are sent to those whose certificates expire 11 months prior to expiration of their certificates. Communication remains with the teachers/paraprofessionals on a monthly basis until the school system realizes that the teacher & paraprofessional will receive certification prior to the expiration of their certificates. Data on the number of highly qualified teachers and paraprofessionals disaggregated by subjects taught and grade levels are maintained in the office of Professional Learning. The same information is maintained for those who are not highly qualified as it relates to teachers and paraprofessionals. The Burke County School System provides funds for teachers and paraprofessionals in their efforts to become highly qualified and or work toward advanced degrees or higher certification. There is also a check to guarantee that teachers or paraprofessionals who are less highly qualified do not teach minority children. This is made possible through the assignment of teachers and paraprofessionals who are highly qualified.

Principals are required to monitor this process, with support by the Director of Federal Programs and the Title II-A Director by monitoring classes with those who are not highly qualified and recording the number of economically diasadvantaged minorities. If this is evident, classes are adjusted to balance poor and minority with non-minority. The LEA does not have a funded Title III program. Title III students are currently limited in our school system, in addition to the number of teachers who speak more than one language fluently. The few teachers who speak more than one language with a school are often asked to assist with these students with interpretation of subject matter and other social issues. There are community interpreters who

assist in interpretation during meetings, in addition to the support of other students. Title I provides interpreters for school functions, parent conferences

The plan to review the highly qualified status is consistent and frequent. The highly qualified web site lists all teachers who are not qualified. Professional Learning provides funding to assist with study guides for GCAE. A systemic plan is in place for getting teachers highly qualified. This approach was used to help teachers. It was approved by the Professional Learning Committee. The Human Resources Department and the Title IIA Coordinator consistently monitor the Professional Standards Commission's website and provide professional opportunities to assist those in becoming highly qualified.

Teachers who are not highly qualified will begin a plan of action immediately to move toward highly qualified status within one year. Central office administrators will provide support and guidance to school administrators in the process of equitable distribution of HQ teachers throughout our school system. The Administrative Liaison is responsible for developing documentation relative to the data gathered and the action taken by the Core Leadership Team.

As a part of our Title II-A Improvement Plan, a written remediation plan is developed for all non-HiQ teachers. This overall process, including the individual written remediation plan(s), will be monitored in the following manner:

Contract Addendum – This addendum is an official part of the employment contract offered to any new Burke County "certified" employee who is not eligible for a PSC clear renewable certificate. This document specifies "the teacher will satisfactorily complete all requirements for a clear renewable certificate within the time specified by the District." The document also explains what the District will do in support of the teacher's effort to attain full certification.

TAPP, MAT, and Non-Highly Qualified Employee Title II-A Remediation Plan – A new employee who is not eligible for a clear renewable certificate will be placed on the Remediation Plan. The BCPS HR Department provided this electronic form prior to the start of the school year or as soon as possible after the new employee is approved by the BCBOE. During the same timeframe, the HR department notifies the Title I Director with the name, school, and grade/subject of non-highly qualified core teachers. The Title I Director facilitates the required parental letters. The HR department and/or additional Central Office administrators meet with the principal and the new employee to discuss the form content and development of the plan to include the needed requirements, timelines and target date(s). When complete, all aspects of the remediation plan are discussed with the employee and required signatures are gathered.

Monitoring the Remediation Plan – This remediation plan is a working document and the Assistant Superintendent of HR and/or the principal (or designee) will meet with the teacher at the end of each designated timeline to evaluate the status. The meeting may include representatives from HR, Professional Learning, etc. as requested by the school. It is vital that in this meeting the remediation plan (as a working document) be modified as needed to properly assist and remediate the teacher. The modification to the remediation plan should determine who

(from central office) is a part of the meeting.

GAPSC HiQ Report and Documentation – The HR department will assist the teacher with certification status changes. This department will also download the PSC Non-HiQ Report, make changes when appropriate, and keep the Title II-A Needs Assessment data up-to-date.

Description of How Parents Are Notified of Non-Highly Qualified Teachers & the Parents "Right to Know" of Teacher/Paraprofessional Qualifications.

Teachers employed in the Burke County School System are expected to be highly qualified. If a teacher is not highly qualified, letters must be sent by the principal to the parents of each child instructed by that teacher as soon as it is evident that the teacher is non-highly qualified.

- The Assistant Superintendent of Personnel is responsible for notifying the Title I Director of teachers who are not highly qualified after the second week of the school year.
- The Title I Director will immediately notify the principals to send the appropriate letters. (See packet for the sample letters.)
- The Principal and/or his/her designee must send the appropriate correspondence with a current date to the parents of the affected students within (5) five days of notification.
- Copies of all letters sent must be filed at each individual school, and copies sent to the Title I Director.
- The Title I Director is responsible for sending copies to the Assistant Superintendent of Personnel and the Assistant Superintendent of Professional Learning within a (3) three-day period. All three individuals will maintain copies of the appropriate paperwork.

Any teacher noted as being absent for more than four consecutive weeks, should be replaced by a substitute who is highly qualified. If the substitute is not highly qualified, letters must be sent to parents of students enrolled in the classes taught by that substitute teacher.

- The Principal must notify the Title I Director when a substitute has been employed in the same teacher's classroom for more than (4) four consecutive weeks. This notification must be made on the
- Letters with a current date will be sent to the parents of the students instructed by this substitute teacher within (2) two days. (See packet for sample letter.)
- Copies of all correspondence sent to parents should be forwarded to the Title I Coordinator within (3) three days. The Title I Director will then forward a copy within (5) five days to the Assistant Superintendent of Personnel.
- All will retain copies.

*Teachers who are not highly qualified will begin a plan of action immediately to move toward highly qualified status within one year. Central office administrators will provide support and guidance to school administrators in the process of equitable distribution of HQ teachers*

*throughout our school system. The Administrative Liaison is responsible for developing documentation relative to the data gathered and the action taken by the Core Leadership Team. A summary of the data and the action taken will be developed and made available by the Director of Assessment. (High Qualified Teacher Equity Report)*

*The Title II-A Remediation Plan has been revised and improved. The principal, central office and the non- HiQ teacher develop the specifics of this plan designed to assist the teacher as they efficiently move to highly qualified status. Title II-A funds are used to assist the teachers in ways such as GACE reimbursement, professional learning consultants and specific course work tuition reimbursement.*

*The monitoring of the Remediation Plan is the responsibility of the non-HiQ teacher's principal with assistance from central office.*

*Part A, Section III of our Title IIA Needs Assessment Worksheet tracks, by schools, all first-year teachers. The building-level administrator is responsible for tracking students to be sure they are not taught a second year in a row by a teacher with no experience. As of the 2009-2010 school year there has been a significant decrease in the number of first-year teachers hired and in the turnover of experienced teachers. This is an economic impact that has made the tracking of students taught by a teacher with no experience a smaller problem than in the past.*

*Part A, Section VIII of our Title IIA Needs Assessment Worksheet provides specific data relating to each school and a grade or subject that has a high number of first-year teachers. This data, updated annually, allows our building-level administrators to be sure students are not taught a second year in a row by a teacher with no experience.*

*We will continue to utilize Title I, Title II A, and Professional Learning funds to pay for training to improve teacher and paraprofessional status, reimbursement for successful GACE passing scores, provide support for alternative pathways to certification, and other needs of staff on remediation.*

100% of Burke County Public School FY15 Teachers were highly qualified

100% of Burke County Public School FY15 Paraprofessionals were highly qualified

At time of hire, teachers who do not hold a clear renewable certificate will immediately develop a remediation plan to move towards obtaining a clear renewable certificate as soon as possible. The remediation plan is developed in collaboration with the teacher, principal, and the Assistant Superintendent of Human Resources. Included in the remediation plan is agreed upon timelines and target dates that will enable the teacher to achieve clear renewable status as soon as possible. Once the remediation plan development is complete, all aspects of the remediation plan are reviewed again for clarity and required signatures are gathered. The Assistant Superintendent of Human Resources is responsible for developing documentation relative to the data gathered and

collecting written documentation that must be maintained by the LEA indicating progress made by the teacher toward achieving highly qualified status. This overall process, including the individual written remediation plan(s), will be monitored in the following manner: Monitoring the Remediation Plan - This remediation plan is a working document and the Assistant Superintendent of HR and/or the principal will meet with the teacher at the end of each designated timeline to evaluate the status. The meeting may include representatives from Professional Learning, etc. as requested by the school. It is vital that in this meeting the remediation plan (as a working document) be modified as needed to properly assist and remediate the teacher. The modification to the remediation plan should determine who (from central office) is a part of the meeting.

Our goal is to have every student taught by a Highly Qualified teacher. The LEA monitors the secure PSC website, specifically HIQ2, to determine our system status. The LEA, specifically our principals and select members of their staff are trained annually on the use of CAPSLOOKUP to ensure, especially in the middle school and the high school, that the teacher assignment reflects their status of HiQ. Part A, Section III of our Title II-A Needs Assessment Worksheet tracks, by schools, all first-year teachers. The building-level administrator is responsible for tracking students to be sure they are not taught a second year in a row by a teacher with no experience. As of 2009-2010 school year, there has been a significant decrease in the number of first-year teachers hired and in the turnover of experienced teachers. This is an economic impact that has made the tracking of students taught by a teacher with no experience a smaller problem than in the past. Part A, Section VIII of our Title II-A Needs Assessment Worksheet provides specific data relating to each school and a grade or subject that has a high number of first-year teachers. This data, updated annually, allows our building-level administrators to be sure students are not taught a second year in a row by a teacher with no experience.

## **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*
- b. needs (including those who are gifted and talented), and those with limited English proficiency; Improve student behavior in the classroom;*
- c. Involve parents in their child's educations; and*
- d. Understand and use data and assessments to improve classroom practice and student learning. Become and remain technologically literate.*

Each fiscal year, the Burke County Public School District compiles a list of professional learning that the district will carry out with program funds. This includes the professional learning provided to teachers and principals and how these activities will align with challenging State academic content standards, Common Core GPS, State assessments, and the curricula and programs tied to those standards. The purpose of the list is to identify local needs for professional learning and hiring, as identified by the district and school staff. In particular, the school district conducts the needs assessment to determine the activities and professional learning that are necessary to ensure a highly qualified teaching force.

By investing in specific job embedded professional development activities both the administration and instructional staff demonstrate ownership concerning the needs of all students, particularly students with disabilities, students with special learning needs (including those who are gifted and talented), migrant, homeless, and those with limited English proficiency. As part of the district professional learning plan, the district strives to support teacher effectiveness with our ELL population through increased professional learning opportunities. The district has embedded two early release days in the school year to focus on professional learning. Each school will be encouraged to dedicate time to make teachers aware of various instructional strategies on those days. Additionally, the Professional Learning department and the Title III Director will seek assistance from outside consultants when needed and bring them in for additional professional development. As with all professional development, all teachers have the opportunity to utilize Edviate for additional resources and strategies to support the ELL population. The professional learning allows teacher to use different strategies and teaching methods to present their topic areas in a way that will enhance student achievement. The staff also shares strategies during Professional Learning Community (PLC) and during faculty meetings. Teachers also discuss effective teaching methods while meeting with their departments and during school improvement meetings. Teacher observations, student surveys, student test scores as well as collaborative discussions during school improvement team meetings, BST meetings, and content collaboration team meetings are used as evidence to properly evaluate the effectiveness of the professional learning trainings and activities.

BCPS will continue to work with the schools to develop improvement goals; identify additional educator learner needs; review research to validate content, programs, and strategies; plan and implement high quality professional learning; and systematically follow up, support, and evaluate

professional learning to determine impact. The Curriculum/Professional Learning Directors, the Special Education Director, the Assessment Director, the Technology Director, and the Director of Federal Programs will continue to collaborate with each other and with school leaders to provide resources and incentives that will enable teachers to become more effective practitioners. School and system level goals are addressed and PLU credits and stipends are offered as incentives to participate in training as well as for proof of implementation.

Title II-A funds are used to support the mentor teacher program, which helps with the retention rate of the highly qualified teachers in the county. In addition to the retention rate, the improved communication and collaboration allows for the improved learning of all students. Federal funds such as Title I, Title II-A, Title II-D, Title IV, and Title VI all have a premise to assist in helping to create a learning community. Specific training is aligned with the CC/GPS. The professional learning is designed to promote professional growth for educators. Additional training involving technology, instructional strategies, curriculum mapping, data disaggregation and utilization, and classroom management is ongoing. Using a variety of system, state, and federal funds, the LEA is able to provide nearly unlimited training for its teachers as well as assist with funding endorsement programs. Other system-wide training initiatives include Four Books Balanced Literacy, Learning Focused Schools, Curriculum Unit building, Student Learning Objectives (SLOs), and Benchmark Testing, Formative Assessment, Math Achievement, and Lexile levels.

Many opportunities for on-site professional learning have been provided as a result of the collaborative efforts. Conference expenses are also covered and include AP workshops and institutes. Summer Leadership Academy has been a system initiative; each year teacher leaders are added to the cohort. Training and incentives for teachers have been so successful that we have added a component to empower and train teacher leaders who are interested in becoming administrators, such as Leadership Academy. Some of BCPS's teacher and leaders will engage in one of GLISI's Base Camp and Summit cohorts, which will focus on leading school improvement. Selection of schools is based on data collected for College and Career Readiness Performance Index (CCRPI). Teams of teachers will participate Summer 2014 in the GADOE sponsored Summer Math Academies as well as the Summer ELA Academies to provide opportunities for more intimate engagement of CCGPS.

Co-teaching workshops are provided by GLRS during pre-planning for new co-teaching pairs as well as for veteran co-teachers who need or want a "refresher" course on the subject. The SPED Lead Teachers along with instructional coaches receive additional training on how to monitor and support co-teaching pairs in their building to improve teacher effectiveness in the co-taught classrooms. Specific support and emphasis is provided for each school.

In an effort to provide a school-wide and system-wide focus on improving student behavior, reducing office discipline referrals (ODR's), and thus decreasing time away from instruction for behaviorally challenged students. Schools have been trained on Positive Behavior Support (PBIS) and are implementing this process in the schools as well as the buses for the school teams who then developed school-wide rules and expectations for various school settings. School personnel

have been provided opportunities to attend the Student Support Team Association for Georgia Educators (SSTAGE) which provides sessions focusing on behavioral interventions and school-wide positive behavior support.

In addition to yearly training in Terry Alderman's DATA discipline plan which addresses classroom level behavior management, training is provided to all teachers locally in using behavior management techniques and intervention strategies as well as analysis to address student behavioral needs for all tier levels of Response to Intervention (RTI). For the upcoming year, additional training will be conducted to further refine intervention strategies and the collection of and use of behavioral data in planning monitoring behavioral interventions.

Aimswest Universal Screening/ Progress Monitoring Assessment Program, training is ongoing.

SWIS will be replaced with a program within the district's existing SIS, and this change may require some training. Professional Learning opportunities for Title IV-A Safe and Drug Free Schools include bullying and gang workshops, along with teacher training to implement Terry Alderman's Discipline A Total Approach, Mendez, Second Step – Violence Prevention, and No Bullying – Johnson Institute Hazelton.

Perkins funding is specifically used to support Professional Learning. The CTAE teachers have participated in course specific GPS training and attend workshops and conferences geared toward learning strategies to meet the needs of all students. Teachers attend many workshops specifically designed to help them stay abreast of advances in technology in their respective programs and to ensure their ability to utilize the technology to meet the needs of their students. Funding is also provided for guidance counselors to attend conferences and workshops so they can better meet the needs of all students.

An essential aspect of professional learning involves strategies to meet diverse student needs for our economically, English disadvantaged, migrant, Language learners, and homeless students. The LEA prepares teachers through hands-on workshops (i.e. Differentiated Instruction and Learning-Focused Schools). Each school has at least one fulltime AP for Academics, instructional coordinator/ instructional coach. The major role of instructional personnel is to oversee implementation of appropriate strategies. Professional learning also consists of various consultants; (private, GADOE, GLRS, GLISI, and CSRA RESA). Teachers also actively participate in planned discussions of professional literature on diversity through school-based study groups and Professional Learning Communities (PLC) meetings.

Meeting the diverse needs of students in Burke County is both a challenge and a privilege. Funds from Title I, II-A, and local funds are utilized to provide all training. Teacher preparation and professional learning are key components in meeting the diverse needs of students. Based on individual needs and those of the system, each school prepares a professional learning plan that addresses the needs of the teachers in relation to their impact on student achievement. These plans are then communicated with their respective professional learning director. The professional learning directors, along with the

professional learning committee and other directors, collaborate to plan appropriate professional learning via workshops, consultants (in-house and outside), conferences, train-the-trainer modules, and web-based activities (PD 360, PBS Teacher Line, etc.). Trainings such as Common Formative Assessments, Learning Focused Schools, Differentiated Instruction, and Formative Instructional Practices (FIP) are recognized as major initiatives; frequent and ongoing refreshers are provided as needed. All activities are posted on the district webpage and updated frequently. Follow-ups to monitor implementation and impact on student achievement is conducted by building-level administrators as well as central office support staff. The district also utilizes the services of CSRA RESA, GLRS, and local colleges and universities to assist with preparing teachers to meet the diverse needs of our students. Links to course offerings by these agencies are posted on the district website as well. When feasible, the district pays or assists with enrollment fees. Participants are at varying levels in their understanding of how to meet the diverse needs of the students. All teachers have been engaged in professional learning; however, data collected indicates that there is a need for additional and continued training. With a clearer understanding of the factors that contribute to student performance, learning targets, and expected outcomes, teachers can provide a strong focus on meeting the diverse needs of all students.

The Director of Federal Programs works with each school to determine the areas for improvement and to develop a school improvement plan that is a part of the school-wide Title I plan to designate specific improvement efforts. Additionally, we have identified a list of needs based on stakeholder feedback and put them in a prioritized list based on their impact on student achievement.

- Our first need is to continue to provide help in assisting our staff in the transition to CCGPS standards.
- Due to the influx of technology in classrooms across the county, we will continue to focus on instruction in the use of Promethean Boards and other technology to improve instructional delivery and increase student engagement.
- Last, while this is implied in several of our identified needs, we will provide specific training on effective teaching practices, including differentiation and classroom management skills as this is seen as a need.

Teacher Assessment on Performance Standards # 4(Differentiated Instruction) states that "The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences." Annual data indicates that less than 20% of our teachers do this at the Proficient or Exemplary level. Additionally, the professional learning department administered a survey to indicate in what areas of curriculum, assessment, and instruction assistance was most needed. Overwhelmingly, the response was differentiation. Many felt they had been told how to do it and knew what it was but needed someone to show them how to do it effectively and how to manage it. Burke County is

committed to full implementation of TKES with major emphasis on Differentiation. Results show notable improvements over the previous years.

Burke County will increase teachers' ability to use technology to enhance student learning by providing ongoing training. We conduct on site visits to identify/observe teachers using technology to engage students with diverse needs. We will provide training on Promethean Boards for new Teachers. Additional training on Edivate will be provided as well. BCPS will also utilize GADOE training on SLDS to include Georgia Student Growth Model (GSGM) and Learning Object Repository (LOR).

Additional support for new/inexperienced teachers will be provided by assigning mentor teachers and Instructional Coaches to assist with providing on-going job embedded professional learning in the core content areas as a "critical friend" by assisting in implementation and mastery of strategies from professional learning. In addition, incorporating observation and student achievement data analysis follow up occurs with staff, coaches, and administrative personnel for an evaluative process of instructional practices learned during professional learning. The Professional Learning Community will include multiple levels of interaction between the system leadership planning team and staff, coaches and extended professional learning communities.

## **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.***

Based on school and system level data and needs, the LEA will update its Comprehensive System Improvement Plan annually. The Curriculum/Professional Learning Directors, along with the Instructional Cabinet, will develop a three-year professional learning plan based on the goals of the CSIP (Comprehensive School Improvement Plan) and program evaluation from the previous year(s). The Office of Curriculum/ Professional Learning will work to ensure that all certified staff and paraprofessionals have the opportunity to participate in the identification of professional learning activities for their school. Curriculum Directors will also approve conferences, workshops, and courses, particularly those that involve expenditure of professional learning funds. Where overlap is identified, these directors will collaborate with the Federal Programs Director to identify and best utilize available resources to fund activities which will directly impact student achievement. The three-year plan is also based on needs assessment data as well as student, teacher, and parent surveys where applicable. Recommendations via School Council members, CSRA RESA consultants, GA DOE facilitators, SACS reviews, and volunteer GAPPS reviews are also seriously considered. Monthly system-level planning proves to be an effective format for discussion of updates. Professional Learning Plans are developed based on new initiatives from the DOE as well as system needs. Data from teacher evaluations indicate areas of need as well as survey data which may be used as interest inventory which may align with the district's vision and mission. Weaknesses in content areas are indications of professional learning opportunities for teachers to enhance instructional delivery. Professional Learning activities are developed to meet the needs of all students to include migrant, EL, and SWD students.

## **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 Professional Learning activities by the Burke County School System fall into several subheadings. All Professional Learning activities conform to the guidelines presented in all federal programs such as Title I A, Title II A, Title IV, Title V, Title VI, PERKINS school nutrition, and local funding. The National Staff Development Council (NSDC) standards are the basic foundation for all levels of professional learning. Training occurs annually on Patricia Cunningham's Four Blocks at the system level and refresher sessions are continuously implemented on Patricia Cunningham's Four Blocks. The strategies are non-negotiable and are an integral part of the LEA's formal observation instruments. LFS has been implemented for five years. It has been successful because of the monitoring framework. LFS training will continue to be extended by implementing differentiated instruction at all levels. the Terry Alderman: Discipline A Total Approach (DATA) is also an integral part of annual classroom management training for new teachers as well as veteran teachers, who continue to experience problems with classroom management. This occurs at the discretion of the principal. Over 60 percent of students with disabilities receive instruction in the regular education setting. The LEA uses the Georgia School Keys as a guide to school improvement and increased student achievement. Professional Learning Communities exist at all schools and Leadership Teams are encouraged to conduct their own action research. All schools and/or school leaders have been involved in book studies over the past years and this professional learning module is expected to continue as an option. The LEA will continue its partnership with Georgia Regents University and their Professional Development School (PDS) program as well as with Georgia Southern University, which allow students to do practicum experiences and student teaching at all levels in the system. Instructional Cabinet meetings will be held once a month and requires release time for members (Curriculum Directors, Federal Program Director, Title IIA Director, Student Services Director, CTAE Director, along with school level instructional personnel). The schools use their assessment data to drive their instruction. Information obtained from assessments is shared in leadership team meetings and filtered to school-wide personnel, students, and parents via other funded activities to include:

Data Director training

PowerSchool

PD Express (professional learning database) training Instructional Strategies training (new teachers) Substitute Teacher training

Mentor Teacher training

Paraprofessional training (new paraprofessionals and technology classes) Professional Learning

## Communities

ActivBoard training, GACE workshops TAPP, MAT

Endorsements (ESOL, instructional coaching, reading, gifted, etc.) Online professional development license (Edivate)

Conferences (GAEL, GACIS, STAGE, etc.) Reading Plus/My Reading Coach training MyLexia

Renaissance Learning (STAR Reading and STAR Math) I-Pass training

Write From the Beginning

## Research Based Instructional Practices Rigor and Relevance

Formative Instructional Practices Teachers As Advisors program GLRS Co-eaching

Lunchroom staff will participate in training ONE (orientation on nutrition for employees) and

Serve Safe (how to handle foods) there will also be some additional Bus Driver Training CDL

Training for compliance with state requirements on safety tips for bus drivers. The Georgia

Student Health Survey II needs assessment will continue to be used to develop programs and/or

services for school personnel and students in the area of Title IV-A Safe and Drug Free Schools.

100% of the teachers participated in at least one high quality professional learning activity during FY15 . Every teacher was required to participate in the Formative Instructional Practices (FLP) professional learning activity.

100% of the professional learning opportunities offered were scientifically based. Each professional learning activity for FY15 was scientifically based and aligned with the school/system academic needs.

100% of the teachers participated in at least one high quality professional learning activity (i.e. FIP) during FY15 . While it has become more pervasive, Differentiated Instruction is still a need..

Second, developing valid and reliable, common Formative Assessments is a priority. Third, we will work on providing high quality professional learning on data utilization to drive instruction.

Due to the influx of technology in classrooms across the county, we will continue to focus on instruction in the student use of Promethean Boards and other technology (iPads, Nooks, etc.) to improve instructional delivery and increase student engagement.

Professional Learning activities that focus on DI and instructional assessment strategies are designed to meet the needs of all students to include migrant, EL, homeless, and SWD. Other professional learning needs include Math instruction, writing, and Lexile levels. Some professional learning regarding the new Georgia Milestones is a necessity within Burke County and those private schools outside of Burke County that serve Burke County students.

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

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

During the month of September, private schools are notified via certified mail regarding a consultation meeting to be held in October. Letters are sent to all private schools where district students attend and consultation meetings are scheduled. The letters includes the date, time, location of the meeting, a response form, and lists the names of the Title I, IIA, IID, IIIA, IVA, IV-B, 21<sup>st</sup> CCLC, V, VI, and IDEA contacts. At the designated meeting, schools plan together for the services they need and discuss a process for handling complaints., letters will be sent in September notifying them of the October meeting date, time, and location of the consultation meeting. Private schools are aware that they agree to participate during the next year. Planning will occur during this fiscal year.

### **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.***

The process for Review and Revision of the LEA Comprehensive Plan for improving Student Academic Achievement is ongoing. All parents have access to this document via the district and/or school websites. Hard copies are available at each school (front office, media center, and parent resource center) and are distributed to parents at the various parent meetings throughout the school year. Announcements are made at parent meetings, and on the district website encouraging parents to review the document and provide feedback. ESOL, PTA, PAC, School Council meetings are another forum used to provide parents for sharing the CLIP and soliciting input from parents. All parents (Migrant, EL, and SWD economically disadvantaged) are encouraged to offer their input. We are seeking to do a better job at formative evaluation by looking at data in monthly planning and we will track our progress and monitor specific strategies we have outlined in the three-year plan, assess and utilize data as soon as it becomes available. The LEA will then compare current implementation plan strategies for effectiveness and revise the plan as needed. Additional information for conducting reviews and revision of CLIP annually includes the evaluations from professional learning activities, analysis of state mandated assessment results, local assessments or other benchmarks, students' grades, student records to determine on-track status toward graduation, staff survey with SAI, parent and student surveys, and SACS/Georgia Accreditation Commission (GAC). The Title IV-A Safe and Drug Free School GSIS II needs assessment will be conducted on an annual basis with data used to refine, improve and strengthen services for students and school personnel. Teachers meet frequently at each school to plan lessons, assess student progress, evaluate instructional strategies, develop strategic approaches to meeting the needs of students with special needs and English Language Learners, and migrant participate in professional development. This information is also discussed at the LEA/System Level Planning Meetings. When the LEA team meets, we will review our comprehensive plan and focus on critical areas we need to improve. Professional development days/teacher workdays are also linked to the school improvement plan and district goals. These days allow teachers time to examine school-wide achievement and time to discuss performance and plans accordingly. The Burke County has moved to a Balanced Performance Improvement Plan through use of a Balanced Scorecard (BSC) to track school improvement initiatives, which centers at four goal areas – student performance, stakeholder engagement, organizational effectiveness and continuous improvement. We review this BSC at least 4 times per year and determine where we are and if any changes are necessary to reach our goals.

During review sessions, data will be used to determine accomplishments and challenges. Progress and findings from the Balanced Scorecard (BSC) and LEA Comprehensive Plan will be reported to all stakeholders. We continue to include an opportunity for all stakeholders to be involved in reviewing our Balanced Scorecards (BSC) and LEA Comprehensive Plans and in updating of the Balanced Scorecard (BSC) and LEA Comprehensive Plan. We invite participation of all stakeholder groups by frequent announcements on our website, publishing the plan for public

comment, reviewing it as part of Parent Involvement and Title I School wide planning in all schools, in System Parental Committee Meetings, and announcements in the local newspaper of meetings. Parents are given various opportunities to review and provide feedback on the plan.

#### **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.*

The LEA serves as an advocate for Migrant children and their families through a variety of outreach activities. The initial activity involves identifying migrant children who meet the criteria in each school and reviewing the monthly list sent to the Title I Office by the Migrant staff at GaDOE MEP Region 1 Office located in Brooklet, Georgia. In addition to local resources, the district will coordinate with the MEP Consortium at Abraham Baldwin Agricultural College (ABAC) to provide supplemental services to eligible migrant children and youth in the district. Then the records of migrant students provided by each school and GaDOE MEP Region 1 Office are reviewed. After reviewing this information, teachers assess the needs of the student and may request tutorial support if needed. Academic progress of these students are constantly monitored and grade reports are submitted to the Title I Director at the end of each grading period to help in monitoring and meeting the needs of these students. A family profile is administered within five days of student enrollment. This profile will reveal supplemental services including academic, social, educational and nutritional and health needs for the entire family. Based on the profile services will be identified and rendered. The LEA works to ensure that the supplemental needs of migrant students are met through various procedures, which are listed below adhere to policies and practices to ensure that migrant children and youth are involved in the regular school program.

- Provide services to each migrant student that is comparable to services offered to other students in the district and that need to help migrant students achieve to high academic standards.
- Provide outreach activities for migrant children and families to help them gain access to other education, health, nutrition, and social services.
- Offer professional development programs, including mentoring, for teachers and other program personnel. Include family literacy programs, including those developed under Even Start.
- Integrate information technology into educational aid related programs.
- Provide a program to facilitate the transition of secondary school students to postsecondary education or employment.

- The LEA will utilize outreach activities with migrant children and their families in a language that is understood by them.
- Online transaction forms will be used for much of the correspondence.
- Teachers and community personnel will continue to be used for the purpose of interpreting or facilitating understanding of the language most understood by migrants and their former language.

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

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

The LEA promotes interstate and intrastate coordination of services for migratory children. This will include transfer of school records within two school days after the child transfers to an identified school. Parents will also take a copy of the child's withdrawal record upon completing appropriate forms for dismissal. SASI will serve as a link to coordinating and documenting the transfer of migrant children within and outside of the state. This will link students to other LEAs, state and national migratory agencies to receive eligible services. Information will be provided by the GaDOE MEP Region 1 Office on an occupational survey for migrant students as well as training on the rights of these students.

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

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

Identification and recruitment of migrant students are a part of the regular registration process. The Burke County School System uses the Occupation Survey Form, (in English and Spanish), which is provided by the GaDOE MEP Region 1 Office , which is included in the registration packet for all students. Occupational Surveys from parents who mark "yes" in the relevant section on the survey form, or who mark a possible migrant job, will be faxed to the GaDOE MEP Region 1 Office. They will provide assistance with the Occupation survey by further determining possible migrant eligibility, and they will notify the system of new migrant program youth. Other migrant students may be identified and recruited by the social worker, parent coordinator, or community residents.

## **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.***

The LEA will take an active role in reviewing research to validate content, programs, and strategies under consideration for school improvement and increased student achievement. It will also plan and implement high quality professional learning interventions and provide the follow-up, support, and evaluation necessary for successful implementation. The LEA will continue its work through DATA Retreats in which schools have the opportunity to work as teams to disaggregate their data, prioritize their goals, and determine the necessary steps for improvement. The LEA will continue to facilitate system level planning meetings for the purpose of monitoring the CLIP, having vertical and horizontal conversation, participating in book studies, and sharing research and findings. The system engages in regular book studies. The LEA also provides resources through its collaboration with CSRA RESA, in-house consultants, contracted consultants, illuminate sessions, and webinars. Personnel are also encouraged to participate in as well as to present at conferences and workshops both inside and outside the district. They are further encouraged to join professional organizations such as GAEL, GACIS, PAGE, NEA, GAE, ASCD, NCTM, NCTE, and NRA to stay abreast of changes in education and best practices. Our Title IV-A Safe and Drug Free Schools Resource list is available to all personnel in our school system through the office of the Safe and Drug Free System Coordinator. As teachers receive professional development to improve instruction, all students (Migrant, SWD, Homeless, EL, and Economically Disadvantaged) will benefit academically.

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

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

### ***Vision for Technology Use***

Information technology is revolutionizing the way we live and work. The Burke County Board of Education recognizes this fact and strongly believes that having a technologically rich environment in which to conduct the business of teaching and learning should be an integral part of any successful school system. Burke County Public Schools System is dedicated to providing its students with learning facilities equipped with the latest educational technologies as instructional tools. Teachers, administrators, and support staff will be proficient in using information technology in the instructional and administrative processes. Through the use of available technology, students will develop an awareness of the practical applications in their personal, academic, and professional lives. Such an awareness and interest will make the students of this district informed, self-supporting and productive members of society.

We envision a 21st century where understanding and using technology will be an integral part of virtually every aspect of daily life. It is the Burke County stakeholders' and Burke County Public School System's responsibility to prepare students for this future. The classroom is the primary place where this preparation will occur; therefore, every classroom will be equipped with diverse technologies to support teaching and learning. Every teacher will be knowledgeable and skilled in the use of these technologies in daily instruction. Parents and the community will communicate with BCPS and participate in the education process through the use of technology.

We envision students engaged in a challenging curriculum that is focused on inquiry-based, hands-on learning. Students will be comfortable using technology. Students will take responsibility for their own educational success. Students will incorporate productivity tools into the design and delivery of instructional projects. Students will experience a variety of technologies, which will ready them for their future private and professional life. Students will learn to expand their cluster of classmates to include a global reach.

We envision teachers using technology to support learning across all the curriculum areas. They will function as coaches, mentors, advocates, and managers of information. Through on-going and comprehensive professional development, all teachers will acquire the knowledge and skills to integrate technology into a challenging and interdisciplinary curriculum which addresses students' specific needs, developmental levels and learning styles. This will enable teachers to serve as facilitators of instruction, mentors, and coaches in a technology-rich, learner-centered classroom. Technology will provide a record of the student's academic history and ways to manage the learning progress and activities.

We envision that the administrative functions, including those performed by instructional staff

will be fully automated, thereby allowing more of the school system's energy and resources to be focused on student achievement. Administrators will use technology to assess everything that touches the school experience, from the success level of the curriculum, to what makes students want to come to school. They will have ready access to student data and the knowledge and skills to translate it into community perceptions, academic achievement across demographic groups, staff performance, perception surveys, etc. As our school system grows, administrators will use video broadcast technology, both live and recorded, to deliver administrative messages and staff development to all employees at their work locations, and to parents at home at convenient times.

We envision that parents will access grades, homework assignments, attendance, and student achievement information from their home and workplace. They will rely on effective contact with teachers and administrators through the use of technology when questions arise. Such communication will be made available via a totally integrated system or portal with proper security.

In addition, BCPS will become a learning environment where all administrators, teachers, students, parents and staff will use technology daily to effectively help students achieve high academic standards and prepare for their future.

### ***Current Reality***

#### ***a. Access to Technology/Data Sources***

The District is committed to having a state-of-the-art infrastructure to provide the foundation necessary to support increased use of 21st Century technology. The district is currently implementing a 10 gigabit backbone fiber optic network upgrade encompassing ninety percent of all entities within the district. The Local Area Network (LAN) in all schools has a minimum 100BaseT switched (w/ teachers having 1000BaseT) and wireless G connections in the classrooms, and 10 gigabit connections between wiring closets. Internet connectivity to the schools consists of 50mbs per school in which the GaDOE provides a total of 15 Mbs. Assistance from the USAC E-Rate Program has allowed the district to acquire an additional 230 Mbs for a total of 250 Mbs of Internet access district-wide. The majority of the workstations in the district meets the GaDOE minimum standards for modern computers; 1 GHz or faster processors, 1GB RAM, updated OS, along with antivirus and firewall software installed. This still leaves a great need for more mobile computers since most computers in the district are desktops.

According to the GaDOE Technology Inventory Survey for FY 2013, Burke County Public Schools (BCPS) has 1937 modern desktop computers, 1504 laptops, 25 Netbooks, 673 tablets, and 23 servers serving the 4405 students of Burke County. All 4139 computers are connected to the Internet and are identified as computers for instructional use. This is a ratio of 1:1.34 students to modern instructional computers district-wide.

BCPS has 324 classrooms that are connected to the Internet. The WAN speed is 10Gps to four

of the six schools and 50 Mps Metro Ethernet to the remaining two schools. A new media distribution system, Safari Montage, has been installed and is being rolled-out to every classroom, media center and administrative area in the district.

Burke County High School (BCHS) has made vast improvements over the past three years as it successfully implemented a SIG 1003(g) in FY 2010. This grant made increased funding available for school improvements. All core classrooms are equipped with 21<sup>st</sup> Century technology (Interactive Whiteboard (ActivBoard), digital projector, teacher laptop and iPad). There are 567 laptops/notebooks and 25 netbooks, and 22 mobile carts used for "all- school mobile labs." 480 desktops are used in nine stationary labs, in some classrooms, and in the media center. District awarded Mini Grants to some teachers along with the SIG 1003 (g) helped to purchase 230 tablets. This equates to a students to modern instructional computers ratio of

1:0.88 at this school. The use of student response devices (1018 all-school devices) is becoming more evident

Burke County Life Center (BCLC), a division of BCHS, has 2 stationary Plato Learning labs with 25 student workstations each, a 20 laptops mobile lab, and one Promethean ActivBoard equipped presentation room.

Burke County Middle School (BCMS) has continued to increase its focus on building a 21<sup>st</sup> century learning environment by equipping 72 of its 77 classrooms with interactive whiteboards, teacher laptops, interactive slates, and digital projectors. The use of student response devices (470 all-school devices) is becoming pervasive. There are 375 laptops, and 24 mobile carts used for "all- school mobile labs", 309 desktops are used in 2 stationary labs, classrooms and the media center and 294 tablet computers. This equates to a students to modern instructional computers ratio of 1:1 at this school.

Blakeney Elementary School (BES) continues to refresh the aging equipment gained from the implementation of the FY2003 GaDOE Title IID Competitive Math Grant. All 58 classrooms are equipped with interactive whiteboards, teacher laptops, interactive slates, and digital projectors. The use of student response devices (830 all-school devices) is pervasive. There are 397 laptops, and 8 mobile carts used for "all- school mobile labs." 326 desktops are used in 3 stationary labs, classrooms and the media center. This equates to a students to modern instructional computer ratio of 1:1.09 at this school.

S.G.A Elementary School (SGA) has equipped 30 of its 35 classrooms with interactive whiteboards, teacher laptops, interactive slates and digital projectors. The use of student response devices (832 all-school devices) is becoming pervasive. There are 35 laptops, and 1 mobile carts used for "all- school mobile labs", 10 tablets, 318 desktops used in 1 stationary lab, classrooms and the media center. This equates to a students to modern instructional computer ratio of 1:1 at this school.

Waynesboro Primary School (WPS) has equipped 61 of its 80 classrooms with interactive whiteboards, teacher laptops, interactive slates and digital projectors. The use of student

response devices (120 all-school devices) is becoming pervasive. There are 130 laptops, 100 tablets (nooks, iPads, Nabi), and 504 desktops that are used in 5 stationary labs, classrooms and the media center. This equates to a students to modern instructional computer ratio of 1.5:1 at this school.

Burke County Academy of Success (BCAS), formerly Burke County Alternative School (BCAS), serves the middle school students. Four of the seven classrooms are equipped with interactive whiteboards, teacher laptops, interactive slates and digital projectors. There are 30 laptops, two mobile cart used for "all-school mobile labs." Fifty-eight desktops computers are used in two stationary computer labs, classrooms, and the media center.

In an effort to identify the number of students' families who have access to technology outside of the school system, BCPS will conduct a technology and internet availability survey. This information is used to determine how many of our students across the different subgroups have access to technology outside of the school building.

***b. Technology Use***

· ***Instructional uses of Technology***

The introduction of 21<sup>st</sup> century technology has increased the use of technology for instructional purposes. The following list is an example of some of the software and Internet resources that are available for use in the classroom by teachers and students in the Burke County Public School System. The availability of 21<sup>st</sup> century technology in classrooms has led to the increase use of technology by teachers for instructional purposes.

- Microsoft Office 2007 (Word, Excel, PowerPoint, Access)
- Plato Credit Recovery
- GA Virtual School
- GALILEO
- iPASS
- Reading Plus
- United Streaming
- Reading Plus
- MyLexia

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· Data Director

· PD360

· SLDS

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· Study Island

· Turn-It-In

### My Big Campus

· Ellis Academics

· USA Test Prep

· Georgia Online Formative Assessment

· Alt

· Resource (GOFAR)

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· Accelerated Reader

· STAR Reading

· STAR Math

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- Waterford Early Reading
- SuccessMaker Math (K-2)

BCPS has standardized certain instructional software to ensure consistency across the district in providing instructional resources. Additionally, standardizing certain instructional software maximizes training opportunities for staff and learning opportunities for students.

### *Administrative uses of Technology*

The administrative technology goal is to provide all administrators and staff with the necessary technology resources to efficiently and effectively manage the district's day-to-day operations.

1. All administrators have modern workstation giving them access to all of the network/Internet resources (any of the systems listed below). Most have been issued an iPad and/or iPhone to increase communication as they become more mobile. The network infrastructure provides high speed connectivity to all workstations and servers, a wireless LAN in all schools and the central office providing 802.11g/n connectivity, a WAN with a 10 Gbs back bone to four schools and 50 Mps Metro Ethernet connectivity to SGA Elementary School and Burke County Academy of Success.
2. A core of administrative applications is provided district wide to every administrator and staff member.

PowerSchool - student information system provides the ability to collect and manage all student related data. This system is the primary source of student data for all other software systems requiring student information.

§ PowerTeacher – a gradebook application provides all teachers in grades 3 -12 an electronic grade book.

§ **Edlio** - a web-hosting service for gives teachers, school and central office administrators the ability to communicate school and district related information to parents, stakeholders, and the public.

§ Exchange 2013 – an electronic mail system provided to all teachers, administrators, and staff members. (replacement is schedule for the summer of 2014)

§ CSI – a financial accounting system, which includes accounts receivables, account

payables, purchase orders, asset management, and automatic archiving, is centralized and accessible district wide.

§ SoftDocs' Doc-e-Scan System – record archiving system use at the district office for archiving required financial, administrative and instructional data records.

§ SoftDocs' Doc-e-Fill system - a document management system provides the ability to produce electronic forms with routing. This system is used for sick leave, vacation, jury duty, professional leave, purchase order requisition and applicant tracking. In August 2008, the system will be expanded to all employees offering them electronic access to all types of leave forms.

§ Kyrus Lunchbox – an electronic lunchroom management system that gives our School Nutrition Program the ability over the WAN to effectively manage the six school site lunchroom facilities.

§ Transfinder – a national leader in student transportation management system and service, offering routing and scheduling solutions for optimal transportation logistics.

§ SemsTracker - a web-based application provided to Special Education Service. Automates the EIP process and manages other information on special education students.

§ ParentPortal – a secure web portal providing parents secure access through a web browser to their student(s) current attendance, discipline, demographic, and grades.

§ Blackboard Connect – an automated phone system that delivers system alerts and message to everyone on the calling list.

§ Asset Manager – Automated asset management system (Inventory System).

· EMMA: a time, attendance, monitoring and management application.

· Trip Direct – a transportation application which allows employees to reserve vehicles for professional learning activities.

### ***Parent/Community Uses of Technology***

The Parent/Community involvement technology goal is to use technology to increase the number of parents, community members and other stakeholders involved in school-related activities.

BCPS utilizes a district newsletter "The System Stuffer", e-mail, FaceBook, Twitter, along with school and district websites, to promote better communication between the district and all

stakeholders (schools, staff, parents and community members) concerning school related issues. The district uses the Parent Portal (a PowerSchool module) to provide parents secure access through a web browser to their child or children's current attendance, discipline, demographics, homework assignments, and grades. Parents and guardian use a secure password to access the information about their student(s). The portal also accommodates parents with limited English skills by providing a Spanish translation. Connect 5, an automated phone system is used to deliver phone messages and alerts of any type to parents and stakeholders on the calling list.

Teachers create and publish classroom websites to communicate student classroom supply needs, homework assignments, and calendar of events to parents, community members and other stakeholders.

The district and schools websites are used to provide:

- Access to K-12 curriculum and CCGPS resources
- Provide links to community, state, and federal sources that support the curriculum
- Ascertain input/feedback from parents, stakeholders, and community members concerning school related issues via online surveys and comments
- Establish links to parent resources

Through the use of the Parent Centers at each school and the Title I Parent School Coordinators, BCPS continues to support the parent education classes in various computer related skills. These classes give parents information on the applications used by students; educates parents on the advantages of computers; and provides parents with access to the Parent Portal.

### **C. *Gap Analysis***

After reviewing the schools' instructional goals, school inventories, the GaDOE Annual Technology Inventory Survey along with parent, student, teacher and administrator surveys, the data shows that there is a strong need for more wireless mobile computers (laptops and tablets) to address the need for increased individual access to network resources (Internet, instructional software, etc.). We currently have a total of 4139 modern instructional computers in our classrooms and computer labs. This gives us a student to computer ratio of 1.06:1 which meets our goal. However, this ratio becomes ineffective when teachers and students desire a 1:1 ratio (giving immediate access to students) for classroom instruction. We need to examine the most feasible approach to providing individual 1:1 access for students. Whether it is through a Bring You Own Device (BOYD) program, a district funded 1:1 program or a combination of the two the future of teaching and learning demands it.

Another strong need is additional technology integration in the classroom in all content areas.

Advance teacher training on how to effectively use technology in the classroom and on how to provide safe and productive experiences for students using the Internet also continues to be an ongoing need. Data from classroom observations indicate that teacher use of technology in the classroom is far more widespread than student use. Teachers' main use of technology is the Promethean Board, which is being used as a fancy chalkboard in many cases. Increased collaboration time and increased access to ready-made resources will lessen the prevalence of this practice.

There is also a need for further professional learning with staff utilizing technology to assess student learning. Surprisingly, a number of staff members are not comfortable utilizing existing systems such as the Georgia State Longitudinal Data System and Data Director to monitor student achievement in order to design interventions in a strategic and timely manner or maximize instructional time. In order to meet the needs of all students, more flexible grouping and differentiated instruction is needed. Teachers cite time as one of the primary reasons for not doing this as much as they should. Perhaps, more training on how to utilize technology to assist in this process will positively impact utilization of these best practices.

The greatest need is to narrow the achievement gap between subgroups of students. Based on test data, math, science, and language arts instruction has been selected as the instructional target areas. Many students have difficulty with verbal comprehension, reading and writing skills which affect their performance in math and science. By employing different technologies, teachers at Burke County Middle, Blakeney Elementary, SGA Elementary, and Waynesboro Primary Schools will be better able to meet the needs of these students, as well as to ensure that students with IEP's and other educational plans receive proper modifications. In order to increase student achievement, hands-on, individualized technology instruction can be most effective in differentiating instruction, especially for those students who do not acquire knowledge the traditional way via textbooks, worksheets, and lecture.

Teachers of students with disabilities are consulted regarding special needs for hardware and software to aid in the education of special needs students. In our efforts to bridge this gap, BCPS has successfully implemented the Kurzweil 3000 Text-to-Speech System at Burke County High School and Burke County Middle school and plan to examine its effectiveness in the lower grades over the next three years.

All students do not have Internet access outside the parameters of school. Without access, students cannot complete technology assignments at home, cannot access the Internet for research, and parents cannot effectively communicate with the school regarding student progress and activities. There also exists a need to define and expand community-based refurbishment and distribution as well as increase free internet access to high poverty neighborhoods.

Ideally, we want to provide a personalized learning environment for every student with as much ease as possible. To do so effectively requires a blended learning approach. Educators must be

able to access the data and then have the resources needed to adjust instruction based on that data in real time. Students and parents, too, must be able to access data and related resources to build greater self-efficacy.

# Goals, Benchmarks, and Strategies

## Instructional Uses of Technology

### Goal 1: Improve instructional delivery process.

- **Strategies** – Increase the utilization of differentiated instruction utilizing technology.
- **Evaluation Plan** - % of teachers rating proficient on TKES.

### Goal 2: Improve the performance of identified subgroup.

- **Strategies** – Increase CRCT performance through the use of My Reading Coach, Reading Plus, Computer Assisted Instruction (CAI), Waterford Early Reading, SuccessMaker Math, iPass.
- **Evaluation Plan** –  
CRCT Reading Results: FY13: SWD-75%; ED-92%;  
Black-90%; Whites-95%. FY14 (no re-test data): SWD- 81%;  
ED-92%; Black-91%; Whites-95%.  
  
CRCT Math Results: FY13: SWD-64%; ED-85%; Black-72%;  
Whites-92%. FY14 (no re-test data): SWD- 60%; ED-81%;  
Black-79%; Whites-85%.

### Goal 3: Increase progression and graduation rates.

- **Strategies** – Offering GaVirtual School, Plato Odysseyware, Distance Learning opportunities.
- **Evaluation Plan** - % of student graduating.

### Goal 4: To increase access to modern instructional technology.

- **Strategies** – Increase access to modern wireless devices (laptops eReader, tablets) and desktop computers for student use.
- **Evaluation Plan** – Annual Technology Inventory Survey. Purchase orders.

## Administrative Uses of Technology

**Goal 1: Ensure Efficient and Effective Organizational Processes: Human Resources, Finance, Transportation, School Nutrition, Facilities, and Maintenance, and Technology.**

- **Strategies** – To provide a core of central administrative applications serving all Central Office Departments Human Resources, Finance, Transportation, School Nutrition, Facilities, and Maintenance, and Technology and all schools.

- **Evaluation Plan** - % of support staff participating in professional learning activities.

**Goal 2: Provide a quality telecommunication network infrastructure.**

- **Strategies** – Upgrade WAN and LAN bandwidth.

Upgrade and Maintain digital telephone system. Provide Adequate Internet Access bandwidth.

- **Evaluation** – Annual Technology Inventory, Installation Documentation; FY15 – 10gps WAN grade; FY15 – Completion of LAN upgrade.

Analyze data from the Helpdesk trouble log. Internet Bandwidth usage report.

Project Completion Report.

*Parent/Community Uses*

**Goal 1: Enhance internal and external communication.**

- **Strategies** – Utilizes Connect 5 communication system to alerts stakeholders.

Increase usage of the Parent Portal for access to their child's grade, discipline, and attendance data. School system website

- **Evaluation Plan** - # of Central Office messages sent. FY14=26

# of active accounts. FY13 = 685

Actual # of hits per day

FY13 = 9346

## **System Readiness for Technology**

### **Goal 1: Provide continuous and relevant professional learning.**

- **Strategies** - Utilize a variety of instructional strategies.

Staff continue to grow n professional knowledge useful to job performance related to teaching and/or support services.

Offer continuing education for Technology Support Staff.

- **Evaluation Plan** - % of staff scoring evident on TKES # 3.

% of employees participating in at least one PL activity.

% of staff attending professional learning activities, Professional Learning Records, Sign-in sheets, course registration

BCPS believe that over the next three years with the availability of the "Georgia Technology Grant To Incentivize Adoption of Digital Learning Through High-Speed Connectivity" and continued participation in the FCC Universal Service Administrative Company (USAC) E-Rate program, there is an opportunity to significantly improve the preparation of Burke County students for the future. The implementation of CCRPI, Common Core Assessments, Blended Learning and the prevalence of affordable devices will lay the foundation for a shift to personal digital learning. This shift will require greater immediate access to mobile computers by establishing a 1:1 and/or BYOD initiative.

### **I. Communication and Marketing**

The importance of student achievement in meeting local and state curriculum standards is emphasized in all forms of communication with parents, community members, and stakeholders as demonstrated by employing the following strategies:

- BCPS has a fully interactive web service, which gives teachers and administrators ability to communicate with parents, other staff members, and the general public. Teachers use their web sites to post homework assignments, share the classroom calendar or events with parents and students.

- The BCPS CCRPI Report (College and Career Ready Performance Index) is available to all citizens via the district website. The CCRPI report is updated yearly to reflect current information.

- The BCPS Public Information Department coordinates press coverage of district news, including technology news and produces a monthly system newsletter "The System Stuffer."
- Parents are welcomed into the school media center for general assistance with technology usage.
- The District Web site has been created and is updated regularly to share not only technology related information, but also student achievement and administrative information with BCPS stakeholders.
- ParentPortal, a web-base service to parents, allows parents and guardians to view up-to-date information about their student's academic progress, attendance, and discipline incidents. This system provides parents with timely information, enabling them to be more active in their student's learning. The ParentPortal is also available in Spanish.
- The Public Information Officer acts as a liaison between the schools and the community. Regular press releases, website articles and district newsletter are all used to keep the stakeholders informed of school activities and progress.
- BCPS continues to emphasize the role that technology plays in the academic success of their student. At the school level, parents receive communication on a regular basis. The schools constantly update information on their school web sites and by sending notes to keep students, parents and community members informed of educational and extracurricular activities. Teachers send newsletters informing parents and the community of activities and academic work. The schools provide internet resources where students may access their teachers' website and retrieve information about the class, homework assignments, and special events. Parents may also e-mail the teacher using classroom web pages. Through these services, teachers post educational information for parents. An informational system newsletter, The System Stuffer, is sent home inside every report card each nine weeks to inform the community of specific dates and events in our school system. Teachers communicate regularly with parents via phone, conferences, written messages, emails, progress reports, and report cards. Student agendas are also used by teachers and parents for communication purposes. Connect 5 an automated phone system is used to notify all parents of special events or school emergencies as needed. Parent compacts are presented to the parents of all students. Additionally, parents are encouraged to visit the school to volunteer, observe in classrooms, and participate in school-related activities. Direct parent and community involvement is an important component of all school improvement plans. Strategies for increased parent involvement include the following:
  - Parents are invited to participate in school events such as Open House, PTA meetings, Book Fairs, Math Night Activities, Thanksgiving and Christmas dinner, Transportation Day, 100's Day, Habitat Day, CRCT Parent Night, Real Men Really Read, Muffins with Mom, Career Day/Fairs/Parade, Art Shows, Concerts, grade transition informational sessions and Georgia Day. Many parents are invited to speak in classrooms during career week.

- School information is shared with parents through the school web site, Facebook, Twitter, school newsletter, and special notices. Classroom teachers maintain daily correspondence with parents through individual student planners that carry notes between parent and teacher.
- Information regarding Georgia Performance Standards and assessments is shared with parents through written communication and directly at parent/teacher conferences and PTA meetings.
- Parents are members of the school councils and BST/Title I Committee. Parent advisors contribute to the development of the SACS Improvement Plan and Title I Plan.
- Translators come to all parent meetings as a service to our English Language Learners (ELL) parents and students.

BCPS has an established System Level Planning (SLP) committee that meets monthly. The purpose of this committee is to consider the district needs and formulate a systemic way of meeting those needs. It also fosters collaboration between the schools and all district level departments such as Special Ed, Title I, Professional Learning, Business Office, School Food Service, Technology Services, Instructional Technology/Testing, Social Work, Transportation, the Board of Education, and parents. The monthly meeting allows stakeholders to develop successful strategies to ensure that all stakeholders have input into system level planning.

## **II. Professional Development**

Technology plays a major role in the academic success of Burke County students. Supporting teachers in acquiring the knowledge and experience with the vast range of instructional technologies and learning strategies for using technology and software applications effectively in the classroom is an integral part of our comprehensive plan. The system encourages teachers to integrate technology daily by providing equipment and professional development that supports this endeavor. For example, equipment such as wireless mobile laptop labs, ActivBoards, laptops and desktop computers, LCD projectors, and digital cameras are in many classrooms. Special needs students at the middle and high school use the Kurzweil Educational System, a reading, writing, and learning software system for students with dyslexia, attention deficit disorder, or other learning difficulties, including physical impairments or language learning needs. In addition, the Professional Learning Directors work with the Federal Programs Director and Instructional Technology Director as well as building level leaders to provide training for all accessible technology using various professional learning models, including consultants, train-the-trainer, online, and face-to-face workshops. All professional learning activities are data-driven and designed to support high levels of learning for all students. Professional learning has evolved into a comprehensive school improvement process. Professional Learning Units (PLUs) are often provided as an added incentive to help teachers

earn credit toward certification renewal while learning. All activities require follow-up, additional collegial interaction, monitoring, and feedback. This follow-up provides the information needed for additional courses in technology training. Regular and special education teachers received in-service and on-going technical support on application of technology in the content areas. This technology includes Kurzweil 3000 - software, license, server, and hardware - provided to BCMS and BCHS - print to voice technology for access to content for below grade level readers (IDEA). Teachers participate in training sessions during the school day, after school, on scheduled professional learning days, and during the summer to learn how to effectively integrate technology into the curriculum to enhance learning and achievement for all students. Follow-up training is scheduled during the school year to address questions that arise after teachers have had an opportunity to use this new technology. Advanced online training sessions are made available for teachers who have mastered the basics of integrating the new technology into their everyday lesson plans. The system employs a full-time Director of Technology who coordinates technology purchases district wide, and manages the technology infrastructure. The director works closely with the Instructional Technology Director, the Federal Programs Director, the Student Services Director, the CTAE Director, the Curriculum and Professional Learning Directors, and Principals to plan, fund, and coordinate staff training activities. An A+ Certified Technology Support Technician is based in each school and serves as the first level of technology support. The district's Technology Services Department consists of the Director of Technology, one System Support Specialist and one Technology Support Technician, all serving as the second level of support for the schools.

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

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

Since the inception of the E-Rate Program, Burke County has taken full advantage of it, receiving discounts at the 90% level district-wide and 90% at each school. This has enabled the LEA to build and maintain a high quality computer network and infrastructure. The BOE shows its commitment to providing a technology rich environment, by allocating local funds for the support of classroom and administrative technology and will continue this funding level for the next three years. The LEA is constantly seeking grant opportunities, which will support the system and school improvement initiatives.

**30. Title II, Part D (NOT APPLICABLE)**

***A description of how the LEA will evaluate the extent to which technology integration strategies are incorporated effectively into curriculum and instruction. Describe how the LEA will ensure ongoing integration of technology into school curriculum and instructional strategies so that technology will be fully integrated.***

**31. Title II, Part D (NOT APPLICABLE)**

***A description of how the LEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula (e.g., distance learning).***

Evaluator