

LEA Consolidated Application

District Code: 733
Fiscal Year: 2017

District Name: Taylor County

Plan Descriptors

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

1. Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; 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.

II.1 Provide a summary of how the needs assessment is conducted.

Taylor County School System's students participate in a number of mandated testing programs annually and, in addition, use other program-specific assessment tools. The academic needs of students and priorities for improvement are determined by using multiple sources of data. The system leadership team members include the superintendent, curriculum director, assistant principal, title 1 director, principals, assistant principals, technology director, special education director and academic coaches. The school leadership team members include the principal and assistant principal and several teachers representing different grade levels and program areas. The system leadership team and the school leadership teams examine and analyze test data of all students, content areas, and subgroups including students with disabilities, economically disadvantaged, ELL, gender, and race. Taylor County Schools believe that equitable student opportunities for quality instruction should be provided for all students. Test data is examined continuously throughout the school year for instructional, assessment, and evaluation planning for both individual and group needs. The disaggregated data is shared and discussed in faculty meetings with all school staff members and used to determine the academic needs of the student body. Parents are informed through newsletters, website, and open house. The Homeless Liaison collaborates with system and school personnel to determine homeless student's educational needs. Homeless children and youth have access to the educational and other services that they need to enable them to meet the same challenging state student academic achievement standards to which all students are held. Homeless students are assessed upon entering school and the results from the assessments are used to determine instructional and support services. At this time the school system does not have any migrant children but if migrant students enroll priority for services will be given to the migrant students who are failing or most at risk of failing, to meeting the state's challenging academic content standards and whose education has been interrupted during the regular school year. The Migrant Occupational Survey Form is utilized in registration packets for new students to the system. An annual comprehensive needs assessment is conducted in the spring of each year to gather data to determine student academic needs, ensure equity at the school and system levels, evaluate program success, and gather additional data needed for improvement plans. The system and school leadership teams analyze organizational and instructional practices to determine which ones have a positive impact on student achievement and which ones are not effective. System and school personnel also use parent, teacher, student, and community surveys and failure, dropout, retention, and graduation rate data to help determine the academic needs of the students. Annual surveys are given to parents of students who receive Title I and special education services. Information from these surveys is used to determine specific program needs.

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The needs assessment process seeks to identify areas within the teaching and learning realm that need improvement. Multiple data components were utilized in the needs assessment process including student achievement, stakeholder surveys, personnel data, recruitment/retention, and teacher effectiveness. Student achievement data sources used in the needs assessment process include results from GA Milestones, GKIDS, SLO, ITBS, STAR progress monitoring, Benchmarks, and CCRPI. Teacher effectiveness data sources include TKES reports, SLO data, SGP data, and focus walk data. Student achievement data and Teacher effectiveness data was analyzed by the Instructional Leadership Team. The Instructional Leadership Team consists of building administrators, academic coaches, and the Director of Teaching and Learning. Stakeholder input was encouraged by administering teacher surveys and posting online surveys for parents and business community members. Teacher surveys included Professional Development and Equity Needs. The Professional Development survey gives teachers the opportunity to record professional learning sessions they have attended and to identify any professional learning needs. The Equity survey allows the teacher to submit information regarding their certification, years of experience, and other pertinent information to ensure the needs of our students are being met. The System Design Team reviews the information from the staff surveys to determine system professional learning goals. The surveys were administered in Fall 2015 and Spring 2016. Community input was also solicited by holding Community meetings in Spring 2016. Personnel data and recruitment/retention data is contributed by the Human Resources Coordinator in the form of a Personnel Hiring Analysis and the MySPA report from GaPSC.

II.1 Provide a summary of how the needs assessment is conducted:

Each year, the Title II-A planning committee meets and reviews the following data to determine the needs of the system relative to the allocation of Title II-A resources:

*Highly qualified teacher status (based on the current year's Hi-Q data from the PSC website), *Highly qualified paraprofessional status (based on the policy in place and current year's Hi-Q data from the PSC website), *Teacher retention rates (based on data from GAPSC ETA website), *Teacher experience (based on information from CPI report, ETA website, and equity notebooks kept by principals at each school), *Teacher training to meet diverse needs of students (Staff development section of the HiQ equity notebooks for each school and parent, teacher, paraprofessional and administrator perceptions found in the HiQ surveys). * Class size for each school/classroom (based upon class size reports submitted by principals to the superintendent each year), *Achievement status of individual schools measured under CCRPI growth models and the indicators formerly called "meeting standard", *Retention (based on data from PSC ETA website and data from Equity notebooks housed at each school), * Recruitment (based on LEA policy and established procedures for recruiting and needs from each school shown in annual needs assessment), * Results of Taylor County Schools Equity Needs Survey for each of the four schools in TCSD, * Results of the GAPSC-sponsored Needs Assessment for teachers, paraprofessionals, administrators, and parents, * Individual Title I School Improvement Plans, and the results of the school system's Strategic Planning

and data from the 2015 AdvancEd District Review which was reviewed/revised Spring 2016 . After collection and analysis of the data, a list of prioritized needs is developed.

The Director of Curriculum and Instruction for the TCSD and designees examine and disaggregate testing program results for all students and subgroups. The findings of the disaggregation are presented to the local board of education, local school faculty and staff members, parents, the school system website and the local newspaper. Results are also shared at planning/parent meetings. The results shared with faculty and staff members are used for assessment, evaluation, and instructional planning for both individual and group needs. School administrators and their academic coaches and/or department chairs work with faculty members to examine and use test results to guide student instruction.

TCSD utilizes the W-APT as its screen for potential English language learners. At the end of the academic year, the school system utilizes the English language proficiency exam known as "Access for EL's" which is used to measure EL students' progress in mastering English.

The TCSD also remains vigilant in its effort to monitor its population for instances of homelessness. At present, there are no reported cases of homelessness within the school system. The homelessness liaison works closely with the Taylor County DFCS, county health department, Family Connection, area churches, and the Taylor County Board of Commissioners to identify possible students meeting the qualifications for homeless services. Additionally, information on homelessness is posted in strategic locations throughout the county. This information provides contact names and telephone numbers, email addresses, and physical addresses for reporting suspected cases of homelessness. No reports have been received. Should a student meet the criteria for homelessness, he or she would be included in the data gathering described above within this indicator concerning their unique academic needs. This data gathering would be included above and beyond the surveying of our other stakeholders and the participation of other stakeholders in Title I focus group meetings.

Student data are one of the two main sources of information collected to provide a detailed snapshot of the system and its progress as it begins planning for the 2016-2017 Academic Year. Another primary source of data is provided through the Title II-A Teacher Equity survey and data collection process conducted each year.

A comprehensive analysis of student achievement data shows that teaching and learning within the Taylor County School District needs improvement. Out of 32 tests, performance decreased in 11 areas, remained the same in 3 areas and increased in 18 areas. TCSD performance in three areas exceeded the state average, six areas were within four percentage points of meeting the state average and, and twenty-three were below the state average. The table below shows the percentage of students scoring at the proficient level or above on the 2015-16 milestones.

	Total Passing	State	RESA
3 rd ELA	27	35	27
3 rd Math	31	40	30
3 rd Sci	23	35	26
3 rd SS	14	30	25
4 th ELA	22	35	23
4 th Math	36	40	27
4 th Sci	32	33	26
4 th SS	33	35	26
5 th ELA	32	41	30
5 th Math	28	38	28
5 th Sci	45	39	31
5 th SS	28	30	23
6 th ELA	26	39	26
6 th Math	26	38	25
6 th Sci	39	39	24
6 th SS	20	33	20
7 th ELA	24	38	25
7 th Math	33	42	28
7 th Sci	40	39	28
7 th SS	19	39	25
8 th ELA	34	44	31
8 th Math	17	33	21
8 th Sci	25	27	16
8 th SS	32	38	26
9 th Lit	26	41	31
Amer Lit	29	43	34
Algebra	9	36	26
Geometry	19	40	33
Biology	41	43	34
Phy Sci	10	34	26
US Hist	27	45	33
Econ	39	46	37

Taylor County Primary School

TCPS data sources include GKIDS, SLO, and STAR. GKIDS results for the 2015-16 year show that our kindergarten students are performing below the state average in all four assessment areas. The mean meets/exceeds percentages are: ELA is 52.4, Mathematics 69.8, Approaches to Learning 47.6, and Personal/Social Development 58.7. The state averages are 77.7, 84.3, 77.1, and 82.6 respectively. On the SLO assessments, 83% of Kindergarten, 90% of first grade, and 47% of

second grade students met the expected level of growth which was 35% of their potential growth. Universal screener results using STAR show that 77% of first grade students and 73% of second grade students scored below the 50th percentile on STAR Reader. On STAR Math, 65% of second graders scored below the 50th percentile. An encouraging data point was that only 7% of first graders scored below the 50th percentile on STAR Math.

Taylor County Upper Elementary School

Further data analysis of TCUES data shows that approximately 40% of students are scoring at the Developing Learner level. Social studies currently has the lowest achievement with an average of 47.5% of students scoring at the developing level and 23.5% scoring at the proficient level or above. Milestones data also revealed that an average of 45% of students are reading below grade level as determined by reading domain performance on the ELA test. Universal screening results for August 2016 utilizing STAR also shows that approximately 40% of students are beginning the year below grade level.

The area showing a particular strength is Science. Fifth and sixth grade science are at or above the state average while fourth grade science is within one point of the state average. When comparing student achievement to area schools, TCUES scored equal to or better than RESA schools in 13 out of 16 test areas. Continuous work is being done to refine the RTI program at TCUES and to improve the core instructional program to attempt to close the gaps that exist. The 2015 CCRPI score for TCUES was 68.3. The state average for elementary schools was 76.

Grade/Subject	Beginning	Developing	Proficient	Distinguished
3 rd ELA	38	35	25	2
3 rd Math	30	39	29	2
3 rd Sci	28	49	20	3
3 rd SS	28	58	9	4
4 th ELA	34	44	17	5
4 th Math	24	40	28	8
4 th Sci	23	45	23	9
4 th SS	28	39	24	9
5 th ELA	35	32	30	2
5 th Math	32	40	22	6
5 th Sci	28	27	35	10
5 th SS	27	45	23	5
6 th ELA	43	31	23	3
6 th Math	29	45	24	2
6 th Sci	36	25	37	2
6 th SS	32	48	16	4

Taylor County Middle School

Taylor County Middle School data shows that student achievement is lagging behind the state average. Seven out of eight test areas posted passing scores below the state average. Seventh grade science was the lone subject to surpass the state average and 8th grade science was within two points of the state average. Again, science is a strength. Two noted areas of weakness include 7th grade social studies and 8th grade math. The passing percentages in these areas is almost half of the state's average. Only 26% of students at TCMS were determined to be reading below grade level. The trend of a large number of students scoring at the developing level continues with 42.6% of middle school students scoring developing. The 2015 CCRPI score for TCMS was 65.6. The state average for middle schools was 71.2.

Grade/Subject	Beginning	Developing	Proficient	Distinguished
7 th ELA	37	39	22	2
7 th Math	32	35	27	6
7 th Sci	30	30	31	10
7 th SS	29	52	16	4
8 th ELA	25	42	34	0
8 th Math	32	51	13	4
8 th Science	29	52	16	4
8 th SS	28	40	27	4

Taylor County High School

Taylor County High School student achievement lags significantly behind the state average. The lone exception exists in Biology. The biology passing rate of 41% is within two percentage points of the state average. In comparison to Chattahoochee-Flint RESA schools, TCHS trails in 8 out of 10 areas. Thirty three percent of students were determined to be reading below grade level on the Ninth Grade Literature and American Literature end of course assessments. Algebra, Geometry and Physical Science are noted areas of concern due to the extremely low passing rates as compared to the state averages. Disaggregation of the data revealed that all students with disabilities are scoring at the beginning and developing learner stage. The graduation rate for 2015 was 77% and the 2015 CCRPI score was 68.6. The state average for high schools was 75.8.

Subject	Beginning	Developing	Proficient	Distinguished
9 th Lit	30	44	24	2
11 th Lit	33	38	26	3
Algebra	45	45	9	0
Geometry	32	49	18	1
Biology	33	27	34	7
Phy Sci	58	32	8	2

II.2 Data Sources Used: Data will be analyzed for trends with various subgroups. Comparisons will be made with experience and training data. Should there be an instance where a non-HiQ teacher becomes necessary; performance of students taught by that teacher will be compared with the performance of students of similar demographic and socioeconomic status who were taught by a highly qualified teacher in the same subject and grade. Comparative data will also be collected on classes from school to school for the purpose of determining whether average class sizes are equitable within grades and those classes with higher minority and/or lower socioeconomic levels have lower-than-school-average class sizes. Additional staff will be allotted to ensure compliance. As a result of the needs assessment, recruitment activities will be planned. An emphasis will be placed on the recruitment of the most highly qualified teachers for the schools most in need. Specific instructions for areas of need will be given to recruiters prior to visits to job fairs. In addition, Teach Georgia applicants will be screened by the Superintendent, the certification officer, and the principals on the basis of needs assessment data. Taylor County's procedure to ensure that low income and minority students are not taught more frequently by unqualified and inexperienced teachers and that those subgroups are not placed in classes that are out of proportion with other student populations is as follows: Beginning each spring the superintendent, director of finance, and school principals conduct a needs assessment of personnel. Stakeholders utilize projected enrollment numbers by grade level to determine numbers of classes per school and the resultant class sizes. Socioeconomic level of the student body and other demographic information is consulted and compared with teacher equity data on the GAPSC website. This process continues until the opening of school with additional classes being added as needed. The number of high school classes is determined after course registration takes place in March of each year. During the hiring process, principals and human resources personnel carefully monitor the teaching credentials and years of experience of teacher applicants to insure equity. Since all Taylor County Schools are Title I schools this helps to insure equitable distribution of experienced teachers. The Taylor County School System Special Education Department (ESS) advertises open positions for employment on state education sites as well as contracting with private vendors to fill critical needs areas. Itinerant staff is 100% highly qualified. The personnel department will continue to support filling positions with HiQ teachers by attending job fairs in order to recruit graduates from accredited institutions as well as aligning with those institutions for visits, practicums, student teaching activities or any other activity needs by graduating students. Attractive recruiting materials are purchased and human resources and school level staff attend a number of job fairs each year. Funding to support recruitment shall include: local funding for supplements, local and state professional development funds for needed coursework, and Title II-A funds for Teacher Alternative Preparation Programs (TAPP), gifted endorsements, reading endorsements, and add-ons to existing certifications.

II.3.a HiQ status of teachers: The annual II-A needs assessment was begun in August 2014, with the distribution of equity notebooks and data sheets to each school within the system. Collected data show the following: 100% rating in Highly Qualified teachers as evidenced by the 2014-15 Hi-Q data from the PSC website. Three teachers do not hold clear renewable certificates but are Hi-Q for the subjects being taught. These teachers are enrolled in the TAPP program. (One has completed the TAPP program and is eligible for full certification and to continue to work through the program). Each of these teachers has an individualized remediation plan and their mentors and principals are constantly monitoring their progress toward certification. All teachers in the Taylor County School System are 100% highly qualified.

II.3.c Teacher experience: In comparing TCSD teacher experience levels with state experience levels, we find that Taylor County School System has an aging work force. Taylor County High's faculty is approximately 100% middle experience level. Taylor County Middle School has 100% of its teachers on high experience level. Taylor County Upper Elementary has 100% of its faculty at mid experience. Taylor County Primary School also has 100% of its faculty in the middle experience category. No data from MySPA was available for the Georgia Center. The larger share of these professionals is in the high end of the middle experience level. This data is beginning to affect TCSD at this time but an added focus on recruitment will become crucial in the next few years.

II.3.d Teacher training to meet diverse student needs : The Taylor County School District's process for ensuring teachers' and paraprofessionals' abilities to meet diverse needs: (1) Track the percentage of teachers completing professional development on meeting diverse needs of learners, (2) Analysis of applicable disaggregated test data (EOG, and EOC, dates are to be released in the late fall) (3) principals to see if strategies learned are being implemented (TKES walk-throughs, formative and summative assessments). Administrators and teachers have fully implemented TKES this past academic year and have found ample opportunities to see teachers addressing the needs of diverse learners through differentiation of instruction.

II.3.g Recruitment: To ensure that recruitment and hiring practices are geared toward ensuring that equity is maintained, the Superintendent and principals will conduct a needs assessment. As part of this needs assessment, the following data will be collected and analyzed: *School and grade level socioeconomic and demographic information, * Training and experience data by school from the GAPSC website, * Hi-Q data from the annual report, * Student achievement data on standardized tests. Data will be analyzed for trends with various subgroups. Comparisons will be made with experience and training data. Should there be an instance where a non-HiQ teacher becomes necessary; performance of students taught by that teacher will be compared with the performance of students of similar demographic and socioeconomic status who were taught by a highly qualified teacher in the same subject area or grade. Comparative data will also be collected on classes from school to school for the purpose of determining whether average class sizes are equitable within grades and those classes with higher minority and/or lower socioeconomic levels have lower-than-school-average class sizes. Additional staff will be allotted to ensure compliance. As a result of the needs assessment, recruitment activities will be planned. An emphasis will be placed on the recruitment of the most highly qualified teachers for the schools most in need. Specific instructions for areas of need will be given to recruiters prior

to visits to job fairs. In addition, Teach Georgia applicants will be screened by the Superintendent, the human resources officer, and the principals on the basis of needs assessment data. Taylor County School System has in place a hiring policy to ensure that the most highly qualified person is hired for the jobs vacant. A hiring committee is selected to interview each candidate using questions built into a rubric for scoring purposes. The committees then choose the most qualified candidate and present them to the superintendent. Taylor County's procedure to ensure that low income and minority students are not taught more frequently by unqualified and inexperienced teachers and that those subgroups are not placed in classes that are out of proportion with other student populations is as follows: Beginning each spring the superintendent, director of human resources, and school principals conduct a needs assessment of personnel. Stakeholders utilize projected enrollment numbers by grade level to determine number of classes per school and the resultant class sizes. Socioeconomic level of the student body and other demographic information is consulted and compared with teacher equity data on the GAPSC website. This process continues until the opening of school with additional classes being added as needed. The number of high school classes is determined after course registration takes place in March of each year. During the hiring process, principals and human resources personnel carefully monitor the teaching credentials and years of experience of teacher applicants to insure equity. Since all Taylor County Schools are Title I schools from Kindergarten through Grade Twelve, this helps to insure equitable distribution of experienced teachers. The Taylor County School System Special Education Department (ESS) advertises open positions for employment on state education sites as well as contracting with private vendors to fill critical needs areas. Itinerant staff are 100% highly qualified. The personnel department will continue to support filling positions with HiQ teachers by attending job fairs in order to recruit graduates from accredited institutions as well as aligning with those institutions for visits, practicums, student teaching activities or any other activity needs by graduating students. Attractive recruiting materials are purchased and human resources and school level staff attend a number of job fairs each year. Funding to support recruitment shall include: (1) local funding for supplements, (2) local and state professional development funds for needed coursework, and (3) Title II-A funds for Teacher Alternative Preparation Programs (TAPP), gifted endorsements, reading endorsements, add-ons to existing certifications. Based upon the FY 15-16 Needs Assessment finding for recruitment indicate the need for hiring one second grade teacher, one elementary connections teacher, two paraprofessionals, one middle school math teacher, one high school science teacher, three principals, and four central office persons (food services, HR/payroll, curriculum director, and school improvement specialist). Due to budget constraints, the curriculum director/school improvement specialist will be replaced with one person and the HR/payroll and food services coordinator will be replaced by one person.

II.4 List Prioritized Needs: Based upon the annual needs assessment process described above the following prioritized needs have been developed and tentatively put into place for the 2016-17 academic years. (The system will analyze EOG and EOC data before finalizing the list of prioritized needs.) Identified and prioritized needs are: implementation of a relationship between the Columbus Math Collaborative for grades one through twelve to provide teacher support as they implement new and different math courses, the continued employment of a Literacy/Math Coach at Taylor County Primary School, the continuation of both Literacy and Math Coaches at Taylor County Upper Elementary School (Title I support), continuation of extended learning time in grades one through twelve (Viking time), professional

development for all teachers in standards-based instruction and understanding the system indicators known as CCRPI as outlined in each school's Improvement plan, continuation and expansion of professional development of teachers in meeting the diverse needs of students to ensure that all teachers have this training (differentiation), continued focus on implementation of standards-based mathematics instruction, professional development to amend curriculum mapping and unit planning for academic core courses. In addition, Title I and Title 2A funds will be combined to employ a full time Academic Coach to support teachers at the Middle and High School levels. The Needs Assessment process revealed that teacher support at the Secondary level is a tremendous need. The need was expressed in the Title 2A survey results and is clearly evident when reviewing Student Growth Percentile data, CRCT data, and CCRPI data.

Retention

In order to retain the highest quality teachers the TCSD maintains a competitive salary and benefits package. Initiatives such as early issuance of contracts, early hiring, and administrative support of teachers allow for stability. Other factors in retaining teachers include the many opportunities for collaboration, training, and professional development discussed in other descriptors. The funding sources included in driving the above-mentioned incentives are: Title II-A, local and state professional development funds, and Title I professional development funds. Annual retention rates (based on evidence from the GaPSC ETA website and the LEA's CPI report) are near or above the state average.

III.1 Identify Stakeholder groups (internal and external) : Taylor County School System's stakeholders include: teachers, principals, literacy coaches, math coaches, paraprofessionals, parents, community members, central office staff, Title I director, Title II-A coordinator, Curriculum Director, School Improvement Specialist, RESA representative, (who is also an adjunct professor at Georgia Southwestern State University and serves us as our middle/high school math coach) technology coordinator, superintendent, Taylor County Work-ready Task Force, Family Matters Collaborative, and business partners.

III.2.b Prioritize needs: The Taylor County School System involves a wide-range of stakeholders in the planning process for equity. Central office administrators collaborate with school administrators and all other stakeholders, including teachers, paraprofessionals, parents, business partners, other relevant personnel (such as the Taylor County Work-ready Task Force and the Family Matters Collaborative, and the Chattahoochee-Flint RESA to accomplish an annual needs assessment, the prioritization of needs and action planning that addresses all equity components.

Parents, community, and business leaders, were all given the opportunity to give input on federal programs in Taylor County School District. The annual CLIP meeting was scheduled and advertised for May 10, June 14, and July 14, 2016. The title 1 director sent notices via the school website, local newspaper, school and district marquee, Facebook Social Media, text, student information system and email notifications to request input from all stakeholders. Notifications, agendas, sign in sheets, pictures, etc. are on file.

The Title I survey also indicated the following areas for improvement for 2016-2017: more information on ways to help parents in assisting their child with homework and study habits, understanding and appreciation for title programs, resources available to stakeholders, helping parents understand the Georgia Standards of Excellence formerly known Common Core State Standards, and College and Career Readiness guidance.

Brief summary of results and analysis of LEA's FY17 Title II, Part A Needs

- Professional Learning Needs

- Teacher Development

Taylor County has identified several professional learning needs. The areas of most need are training on student supports and interventions and producing teachers and school leaders that are prepared to promote the success of all students. (Equity interventions) The need was identified by analyzing discipline data and the graduation rate data. When analyzing discipline data, it was revealed that 65% of the assignments to ISS were minority students. Analysis of graduation rate data revealed that only 29% of students with disabilities are graduating from high school. In response to the identified need, professional learning has been planned for RTI/MTSS, Co-teaching, FBA/BIP, ABE (behavior intervention program), PBIS, FIP, Writer's Workshop, and Instructional Technology integration. Academic Coaches will also deliver training in our school based professional learning communities. Development of teachers new to the profession or new to the system is facilitated through our comprehensive Induction program.

- Leader Development

All Taylor County administrators will participate in professional learning communities. All four of the building principals have less than three years of experience in the principal position. Both assistant principals are in their first year. Building administrators will attend the Principal/Assistant Principal support groups held at Chattahoochee-Flint RESA. In addition, Building Administrators, System Administrators, and Academic Coaches will participate in a system level professional learning community.

- Professional Growth (Career Prep PL)

- Private School Professional Learning (if applicable)

Brief summary of results and analysis of LEA's FY17 Title II, Part A Needs

- Personnel Needs

- Teacher and Leader Recruitment

Taylor County School District has 92 certified classroom teachers, 25 paraprofessionals, and 5 building administrators at the beginning of the 2015-16 school year. Of these staff members, 5 teachers transferred out of the system, 4 teachers retired, 1 paraprofessional retired, and four teachers were transferred to different positions within the system. Two of the five administrators did not return for the 2016-17 year. One departure was a retirement and one departure was a non-renewal. The departures and transfers resulted in 17 positions having to be filled. Recruitment efforts began in March by visiting area Teacher fairs. In addition, all vacancies were posted on the Teach Georgia website and the local newspaper. All teaching and administrative positions have been filled for the 2016-17 school year.

- Teacher and Leader Retention

Taylor County's retention rate for 2014-15 was 90%. A Preliminary estimate of the 2015-16 retention rate is 90% also. Our system has worked extremely hard to retain teachers by supporting them with professional learning and resources. The School Personnel Analysis shows that 37 teachers are at the high experience level, 51 were at the mid experience level and 4 were at the low experience level. Three individuals were first year teachers. A comprehensive induction program was developed to support the first year teachers as well as other teachers qualifying for the program.

- Teacher Experience and Effectiveness

Taylor County School District has attempted to implement the Teacher Keys Effectiveness System with fidelity. Only one teacher within the system received a rating of Ineffective on the TAPS summative. An additional twelve received a rating of nineteen or below. Continuous professional learning has occurred to ensure teachers have an adequate understanding of the expectations of the evaluation system. In addition, continuous professional learning has occurred with administrators to ensure reliability of the ratings assigned.

Brief summary of results and analysis of LEA's FY17 Title II, Part A Needs

- Factors that Impact The Learning and Work Environment

- Class Size

All schools and classrooms met the state requirements for maximum class size based on equity surveys completed by classroom teachers. Primary, elementary, and middle school classes do not vary more than two students per class. High school class sizes do vary some due to the differences in the number of students per grade level. Effort is being made to ensure class sizes are as equitable as possible while dealing with the nuisances of scheduling in a small high school with limited staff.

Brief summary of results and analysis of LEA's FY17 Title II, Part A Needs

- Title II, Part A Grant Administration

Timelines and documentation resources are provided at the beginning of the school year to ensure the Title IIA program is implemented correctly. Resources include equity surveys, professional development surveys, periodic certification forms, attestation forms, and remediation plans. Technical assistance is provided as needed throughout the year. Taylor County School District is not currently correcting any compliance issues or audit issues from previous monitoring.

List which of the Title II, Part A Components including selected Equity Interventions your LEA is prioritizing for funding in FY17. If your LEA selects PL, identify the specific topics.

Equity Gap #1: Graduation rate for SWDs

Program Component: Professional Learning

Equity Intervention: PL-4. Offer Professional Growth Opportunities Designed to Produce Teachers and/ or School Leaders Prepared to Promote the Success of All Students

RTI/MTSS Training

Co-Teaching Training

Principal PLC

FIP

Equity Gap #2: Discipline- Minority In-School Suspension

Program Component: Professional Learning

Equity Intervention: PL-1. Provide Targeted School Personnel Training on Student Supports and Interventions

ABE Training

FBA/BIP Training

PBIS Training

RTI/MTSS Training

Is Plan Descriptor Revised?

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;

The Taylor County School District uses a variety of high quality academic assessments to assist in determining student success. These include standardized and non-standardized tests which provide valuable diagnostic information and assist in determining student progress and level of mastery on the state student achievement academic standards.

Homeless children and youth if identified have access to the educational and other services that they need to enable them to meet the same challenging state student academic achievement standards to which all students are held. Homeless students are assessed upon entering school and results from the assessments are used to determine instructional and support services.

The Home Language Survey form containing the language background questions is in every student application. The parents must answer the questions, sign the form, and return it to the school. Results are utilized to identify students who are potentially at academic risk due to language barriers. If any language(s) other than English are indicated then the student is administered the W-APT. Testing is analyzed and interventions are put into place for any student who meets the eligibility criteria. ACCESS for ELLS is used to measure the English language proficiency of the English Language Learners during annual spring testing. Students who qualify for ESOL services are taught by an experienced teacher with ESOL endorsement.

Our migrant student population is very small and the educational needs are assessed on an individual basis. Information taken from the Home Language Survey is sent to the system's migrant coordinator who, in turn, sends the information to representatives in the migrant consortium. A representative meets with parents and teachers of these students to determine priority of services. As occasion arises, TCSD will be in contact with the consortium fiscal agent located at Abraham Baldwin Agricultural College.

Revisions that may be needed to benchmark tests, teacher made tests, and rubrics include a review: to ensure a curriculum map is in place with appropriate objectives, timelines, and assessments, to ensure proper alignment of rubrics and standards, to ensure benchmark and teacher made tests actually measure what is being taught, to ensure benchmark testing is administered at appropriate intervals, and to ensure assessment results are evaluated and utilized to guide instruction to meet student needs. In an effort to share progress with teachers, parents, and students on the progress being made toward meeting state student academic standards a variety of methods are utilized.

Not only are individual student performance profiles on state assessments provided for teachers, parents, and students, group performance scores are also posted on the system and school website, and displayed in TCSD data room. Information is also shared through school newsletters, local newspapers, PTO meetings, school council meetings, Board of Education meetings, parent/student conferences, progress reports, and report cards.

Is Plan Descriptor Revised?

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

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

The Taylor County School District acknowledges its responsibility to willingly participate in the National Assessment of Educational Progress (NAEP) as per the directions provided in the notification of selection package. If the district is selected to participate in NAEP, students selected will be tested (**including any homeless students who might be enrolled in the selected school at the time of testing**). The school district will review results of the administration as one of its data sources in conducting its planning processes and in constructing its school improvement plans. Special attention will be given to results of the administration and their implications or professional development and instruction.

Is Plan Descriptor Revised?

4. Title II, Part D; E-Rate

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

The Taylor County School District uses a number of ways for keeping technology and communication foremost in the eyes of the public. The first and probably the most visible for the general public is our school district's website at <http://taylor.schooldesk.net/> Visitors to the website may access our schools' Facebook pages, Twitter, and our district's current events blog. Visitors can access a wealth of information about the operation of Taylor County Schools.

The Taylor County School's current events blog provides a way for the public to follow current events, for the system to spotlight student achievements and to showcase technology across the school district. Similarly, our Facebook presence also provides a way for our stakeholders to opt in and follow the progress underway in our schools. These pages are maintained by the individual schools in the district.

Twitter, also a popular social media site, is also used for providing a way for stakeholders to access more information about Taylor County Schools.

· TCSD also utilizes the local newspaper to share progress and information about our schools. There is regular coverage of detailed information from school board meetings. Student achievements and awards are front page news. The owner/editor of the newspaper works closely with school officials to ensure important information is accessible to all stakeholders.

· Plans for the upcoming school year include a new system that will provide new district and school websites and calendars, as well a learning management system. This system will allow teachers/staff, students, parents, and our community to share and collaborate information to improve teaching and learning, and public relations.

· TCSD has successfully transitioned the Student Information System (SIS) to Infinite Campus. This change was to provide a more user-friendly technology to manage and disseminate student data, including a more robust parent portal.

Is Plan Descriptor Revised?

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.

The Taylor County School District Provides additional educational assistance to all of its disadvantaged students including the migrant students, limited English proficient students, students with disabilities, and other groups in need of help in meeting the state's academic standards in a number of ways: the academic day has been restructured to allow for remediation sessions where teachers work with students on concepts covered on the state mandated assessments. The programs have different forms tailored to each school's individual schedule. FY 15-16 the district has formed TCSD Student Support University. Root cause analysis and data mining are at the forefront of each school. Monthly instructional leaders meetings are being held in conjunction with central office cabinet members to look at the overall picture to support all students. Coupled with these initiatives is technology-based computer tutorial programs supported by Title I and local funds. These programs (Odysseyware, STAR Reading and STAR MATH are a few) guide students through individualized computer tutorial lessons on areas of the curriculum where student deficiencies and weaknesses are found.

Presently, there is one teacher with ESOL endorsement for the district. To assist all students and subgroups: economically disadvantaged, students with disabilities, migrant, homeless and ELL students to meet the state's achievement standards, a variety of strategies and programs are employed to provide additional educational assistance. Since we have no FY 15 state data, each schools leadership committees have analyzed benchmark test items, reviewed SLDS data to determine root causes to begin planning and supporting noted deficiencies. This disaggregation of data is utilized to set goals and to conduct an analysis of student work which is used as a guide for planning; differentiated instruction, Response to Intervention, Viking Day at the middle and high school, interactive lessons and a variety of teaching strategies. In addition, students who are identified as not making adequate progress in order to meet the State's academic achievement standards participate in additional educational opportunities such as: extended day, after-school tutoring, extended year, additional math and reading instruction during the school day, Early Intervention Program, Title I program, Remedial Education Program, summer remediation for students. The Director of Curriculum has also begun unit planning for all schools with a focus on differentiation.

Parent and community involvement activities are also available for students who may need additional opportunities to meet the State's academic achievement

standards. These include: Parent Informational Meetings, Family Reading and Math Night, High School Orientation, System and School websites, and Public Library Summer Reading Program . Integrating technology into the classroom is a priority. FY 16 the board adopted BYOD policy which will help to put more technology in the hands of students. SMART boards are being installed in the middle, high school classrooms.

Additionally, computer labs are available at each school in each media center. Grants, SPLOST and local funds were designated for this purpose. An effort is being made to maximize network up time and increase the number of computers available for use. Taylor County High School was recognized as a reward school and used their reward funds to purchase 25 mini IPADS. High standards are the norm for all students. Inclusion in the general education setting for special needs students is utilized at all schools. After school and summer remediation programs are extremely important and there is a system commitment to utilizing Title I funds, 20 additional day monies, IDEA funds, SPLOST dollars, as well as local dollars to provide them.

The RTI Pyramid is used in Taylor School District as a way to provide additional support to students in danger of not meeting standards. All certified personnel will be trained on the understanding and use of the RTI Pyramid of Intervention and Flow-Chart. Once all levels of the pyramid have been addressed and steps are taken in the flow-chart, and students are still demonstrating difficulty, a recommendation is made from the committee for further testing to determine any additional support or needs to be addressed. Taylor School District will provide individual grade level instruction based upon IEP committee recommendations to ensure Free And Public Education (FAPE) for students with disabilities.

Is Plan Descriptor Revised?

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.

It is the goal of the Taylor County School District to make technology available for instructional and administrative uses throughout the system. Every day we depend on the use of advanced technology. Technology should not just supplement our children's education. It should be one of the primary focal points. Through continued technology training for staff and actively engaging the students, this can be achieved. The Taylor County School District will continue to consistently invest in advanced technology devices, peripherals, and software in order to stay current with ever-changing technological trends. All instructional and administrative personnel will be given technical training. Teachers will learn how to appropriately integrate technology into the curriculum. Technology will be a tool used by the teacher to support more effective and efficient instruction. Our local school board has approved bring your own device policy (BYOD) for FY 16. In order to accomplish this, teachers will use technology in the following ways: Provide all students with opportunities to utilize technology as a part of the learning process. Use resource tools to access information that supports their instructional efforts. Teach lessons using technology resources that provide for diverse student populations. Use software that supports their administrative tasks (grade book, attendance, instructional materials). Use adaptive/assistive technology for students with special needs. Model responsible, ethical, legal uses of technology. Implement basic troubleshooting techniques.

Over the past few years we have begun to equip classrooms, K-12, with SMART Boards and projectors. The teachers will participate in training sessions for the SMART Boards. The Technology Director and Instructional Technology Specialist work with the Director of Curriculum and Instruction, Coordinator of Special Education, Coordinator, migrant personnel, ESOL teacher and homeless liaison to plan for and deliver professional learning as PLU courses or job-embedded training. The Technology Director must approve all hardware and software purchases. The Taylor County School District is currently evaluating the possibility of adding/upgrading many of our software packages to network versions and also internet versions and offering on site professional development for all faculty and staff.

Is Plan Descriptor Revised?

7. Title II, Part D (NOT APPLICABLE)

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

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

Is Plan Descriptor Revised?

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

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

The Taylor County School District uses a variety of high quality academic assessments to assist in determining student success. These include standardized and non-standardized tests which provide valuable diagnostic information and assist in determining student progress and level of mastery on the state student achievement academic standards.

Homeless children and youth if identified have access to the educational and other services that they need to enable them to meet the same challenging state student academic achievement standards to which all students are held. Homeless students are assessed upon entering school and results from the assessments are used to determine instructional and support services.

The Home Language Survey form containing the language background questions is in every student application. The parents must answer the questions, sign the form, and return it to the school. Results are utilized to identify students who are potentially at academic risk due to language barriers. If any language(s) other than English are indicated then the student is administered the W-APT. Testing is analyzed and interventions are put into place for any student who meets the eligibility criteria. ACCESS for ELLS is used to measure the English language proficiency of the English Language Learners during annual spring testing. Students who qualify for ESOL services are taught by an experienced teacher with ESOL endorsement.

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Revisions that may be needed to benchmark tests, teacher made tests, and rubrics include a review: to ensure a curriculum map is in place with appropriate objectives, timelines, and assessments, to ensure proper alignment of rubrics and standards, to ensure benchmark and teacher made tests actually measure what is being taught, to ensure benchmark testing is administered at appropriate intervals, and to ensure assessment results are evaluated and utilized to guide instruction to meet student needs. In an effort to share progress with teachers, parents, and students on the progress being made toward meeting state student academic standards a variety of methods are utilized.

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Is Plan Descriptor Revised?

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.

As a small rural system, TCSD's improvement team is composed of representatives from technology, cabinet and instructional leaders, curriculum, media, Title I, special education, homeless liaison, Georgia Pre-K, parent engagement, and teacher representatives from each school. A continuing collaboration in improvement planning and service is the MEP fiscal agent located at ABAC in Tifton. Their input into planning and delivering of services to faculty and staff are vital. **Special attention is given to ensure the enrollment and attendance of homeless children and youth not currently attending school in a manner that will not stigmatize or segregate them on the basis of their status as homeless. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I-A, similar state programs, educational programs for student with disabilities or limited English proficiency, vocational and technical programs, gifted and talented programs and school nutrition programs. Every homeless child and unaccompanied youth are entitled to equal access to the same free, appropriate public education as provided to other students. The district will assign and admit a child who is homeless to a district school regardless of residence or whether the homeless child is able to produce records normally required for enrollment. The homeless liaison is an extended day Spanish teacher who will receive a title 1 supplement to support compliance. The liaison will review and revise as necessary rules or procedures that may be barriers to enrollment of homeless children and youth. In reviewing and revising such procedures, the homeless liaison will consider issues of transportation, immunization, residence, birth certificates, school records, and other documentation. A "homeless child" is defined as provided in the McKinney-Vento Homeless Assistance Act. Anyone having a concern or complaint regarding placement or education of a homeless child will first present it orally and informally to the District Homeless Liaison that shall carry out the dispute resolution process as defined in the state plan for the Education of Homeless Children and Youth.** Attention is given to the coordination of federal funds in accomplishing the goals and objectives of the system plans. Not all areas from the above prompt are included or present in our schools and community (such as Even Start, IDEA preschools, etc.) Control of federal funds, technology funds, and the majority of IDEA funds rests with three individuals on the system steering committee. Careful planning during the writing of the school and system plans evidences the attention given to assuring the best use of both federal and state funds in improving the instructional program of all students within the system. Little or no duplication of effort is evidenced in these plans. Examination by local, RESA level, and state readers of the system plans assures the absence of duplication of effort. For example, in addressing the coordination of pre-school programs within the local school system, the Pre-K director works with both Head Start and local private preschools to ensure successful transition into the regular school program. Telephone contacts, home visits, and school tours are documented evidence that the school system is working for seamless integration of its new students. In summary, as a smaller school system, we find it easier to coordinate the efforts of entitlement, state, and local funds to provide the highest quality education possible. Examination of sign-in sheets with roles defined and detailed agendas at our planning activities evidences the level of participation of all stakeholders and decision makers.

Is Plan Descriptor Revised?

10. Title IV

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

TCSD has joined forces with the Taylor County Sheriff's office to provide an on campus safety officer. The responsibilities of the officer are to be a visible presence and a role model for all TCSD students. The TCSS annually participates in the gathering of student perception data through the state department Safe and Drug-free Needs Assessment. These data are reviewed annually by school system personnel and shared with the Family Matters Collaborative (Family Connection). Through the use of local funds to support the DARE initiative, students are graduated each year for their participation in the DARE trainings.

Is Plan Descriptor Revised?

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.

The percentage of students who qualify for free/reduced meals will be the poverty criterion used to determine if schools are eligible for Title I services; and to rank order schools for funding. All schools above 75% free/reduced meals are ranked first and receive a per pupil amount equal to or greater than any school with less than 75% free/reduced meals. Remaining schools will either all be rank ordered or they will rank ordered within each grade span.

Is Plan Descriptor Revised?

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

A description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of

services in Title I targeted assistance schools.

The Title I schools within the Taylor County School System are: Taylor County Primary, Taylor County Upper Elementary, Taylor County Middle, Taylor County High School and the Georgia Center for Youth. We have no TA schools. The schools work collaboratively to support and address the results of the comprehensive needs assessment and utilize data obtained to support parent engagement and promote higher student achievement.

Is Plan Descriptor Revised?

13. All Programs

A general description of the instructional program in the following:

- a. Title I schoolwide schools,
- b. Targeted assistance schools,
- c. Schools for children living in local institutions for neglected or delinquent children, and
- d. Schools for children receiving education in neglected and delinquent community day programs, if applicable.

All of the schools within the TCSD are Title I schools with one private for profit school for neglected and delinquent students. Each of these Title I schools provide standards-based instruction based upon the Georgia Standards of Excellence in Language Arts and Mathematics and the GPS for Science and Social Studies. Technology plays an important part in the instruction particularly for research and project production. At Taylor County High School computer-driven instruction through programs produced by Odyssey ware provides skills practice and credit recovery to students who become at-risk by being off track for graduation. Taylor County has one HB 618 school in our district. This residential facility houses and educates neglected and delinquent students. It is also considered a Title I school-wide program. This school is a private, for profit facility and students placed there attend school at the Georgia Youth Academy, a part of the Georgia Center for Youth. In the academy, students are tested upon arrival and are placed in the Odyssey ware program at their academic level. At the Georgia Center, because tenures are short and teaching staff have varying certification, the computer delivered instruction carries primary weight. Students have individualized instructional plans and are monitored by teaching staff as they work through the units for each subject. TCSD relies upon the guidance of academic coaches at each of its schools. These four individuals work to ensure equity of instructional effectiveness within each school.

A point of emphasis is class size equity. Based upon class size reports to the superintendent and his leadership committee, all classes throughout TCSD fall within the parameters of the guidelines provided by Title II-A.

TCSD is the fiscal agent for the Georgia Center for Youth, a HB 618 facility based in Reynolds, Georgia. The Georgia Center is a private for profit residential facility for the neglected and delinquent. It operates its own school, and as a school, receives funding from TCSD Title I funds providing supplies, equipment, a paraprofessional, an outreach and prevention coordinator, an educational guidance/mental health counselor, a graphic arts and design teacher, and one teacher who serves as the facilitator of the Odyssey ware instructional model. All other teachers and paraprofessionals are hired through the private company running the Georgia Center. Additionally, TCSD provides consultative advice to the Georgia Center personnel on instructional issues.

Is Plan Descriptor Revised?

14. Title I, Part A; IDEA; EHCY

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

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

The Taylor County Board of Education, in collaboration with school personnel and community organizations, will identify homeless children and youth in the county, both in/out of school. The homeless liaison provides an annual training for school personnel on possible indicators of homelessness; sensitivity in identifying families and youth who are homeless; and procedures for forwarding information indicating homelessness to the liaison and or title programs department. Bus drivers receive a separate overview of the McKinney-Vento Policy as procedures in July. Detailed agendas, sign in sheets, a power point, and pictures are artifacts that are given to all. Documentation of ALL trainings are on file in the title I department files. School counselors and secretaries will be instructed to inquire about permanent addresses (which may or may not indicate homelessness) when students are seeking enrollment in school. TCSD will work cooperatively with the above-mentioned agencies to assist homeless students in receiving educational services provided by the system. The Title I department works to assess related needs of the homeless children and youth and plans strategies to meet those needs. If a child is identified as homeless and requests to attend the school of origin, TCSD will provide transportation to and from the school of origin. Notices of available services for homeless children and youth will be posted in public places and disseminated upon request. Case study information is used to identify related needs such as a need for personal school supplies. To identify the educational needs of homeless children, TCSD uses the following assessment instruments: state mandated tests, EOC,EOG, ITBS, GKIDS, and STAR reading and math. Available data and information are used to produce a summary of needs. When homeless children should move into our system, services such as extended day tutoring, transportation, and supplies will be provided.

The Title I Director and homeless liaison attend annual trainings to stay abreast of any changes and best strategies to support ALL students. Both the director and liaison attend the Annual training in June, refresher training in the fall, and the EHCY training in November.

Is Plan Descriptor Revised?

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.

Taylor County School System's stakeholders include: teachers, principals, literacy coaches, math coaches, paraprofessionals, parents, community members, central office staff, Title I director, Title II-A coordinator, and Curriculum Director.

Involving Stakeholders in Planning, Revision, and Implementation Comprehensive Improvement Plan (CLIP)

Taylor County School District CLIP revisions take place annually using prior year data and needs assessment information. The CLIP serves as the plan detailing coordination of various Federal programs and identification of county needs and in-turn budgeting for such needs with Federal funds. 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. Announcements were posted in local businesses, churches, schools' websites, and marquee boards.

Feedback from stakeholders is encouraged through online forms and hard copies at the school and district level. A CLIP and District Parent Involvement Plan Review was held in the summer May 10, 2016, June 14, 2016, and July 14, 2016. Stakeholders are invited to attend through flyers, emails, postings in the newspaper, postings in local businesses, and school marquees. The CLIP details an overview of Taylor County Schools Federal program initiatives and is made available for review, asking questions, and gaining feedback by stakeholders. Feedback cards are provided to visiting stakeholders and that information is used in revisions of the CLIP.

A meeting agenda, pictures, and sign-in sheet shall be maintained during all meetings related to CLIP revision and at the Title I annual meetings. Information will be timely updated via website.

TCSD has hired an outreach and prevention coordinator, educational guidance/ mental health counselor whose services supplement parental engagement and support for all at risk youth, homeless students, and residential students of the Georgia Center. The LEA will further build school and parents capacity for strong parental involvement contact through the six requirements in law by providing job descriptions and a supplement of \$1000.00 for 5 title 1 classified staff contacts at each of the districts' schools.

Prior to the finalization of staff allotments each spring, the allotments are reviewed with each principal and are modified as required. Principals review the allotment data with teachers, parents, community members, and other stakeholders. (See III.1 above for a more complete list of participants.) Input on class sizes and other issues regarding the allotment are summarized and presented to the superintendent and the certification officer for review and action. A number of stakeholders are involved in data study. Literacy coaches and administrators meet with teachers to analyze ETA, CRCT, EOCT results, and GHSGT results. These stakeholders also plan strategies to improve teacher retention. Literacy coaches and math coaches and the system curriculum director also collaborate to ensure availability of resources. Annually, principals, academic coaches, the Title II-A director, and parents meet to complete the Title II-A Needs Assessment Worksheet. From the results of completing the worksheet, a list of prioritized needs is developed and targets are identified. Resulting actions and strategies to accomplish this list of needs becomes an integral part of the equity plan.

III.2b Prioritized Needs

The Taylor County School System involves a wide-range of stakeholders in the planning process for equity. Central office administrators collaborate with school administrators and all other stakeholders, including teachers, paraprofessionals, parents, business partners, and other relevant personnel to accomplish an annual needs assessment.

III.2.c Identify actions or strategies contributed to equity plan

Initiatives coming from this past spring's review of equity data were as follows: implementation of a formalized mentoring process for new teachers; technical assistance to teachers who are participating in the TKES process for the first time; Recommendation to review retention policies for consistency within grades and within schools; the drafting of a literacy plan K -12 to ensure that all students are experiencing similar learning activities within classroom and grades; more in-depth support for differentiation of instruction (a key element in successful TKES observations). For additional information see III.2a and III.2 b above.

Taylor County School District strives to increase parental involvement each year. All schools seek input for school wide activities from parents and the school parent committees (business, parent, and community). The feedback/input the committees make is important to the school improvement process. The Family Engagement Coordinator assist schools in identifying parent needs, coordinating parent activities/workshops, and assist in writing the School-Parent Involvement Plans and Compacts. Increase family engagement of parents of students with disabilities.

Taylor County School District administers Parental/Community Surveys (English and Spanish) each spring. This data is analyzed to determine possible problem areas based upon parental opinion. This information is posted on the Taylor County School District website for parent/business/community access.

In the spring, all parents are notified by website, flyer, and social media of the Spring Title I Meeting. At the meeting, the family engagement coordinator uses the data from the spring parent survey to develop a minimum of six parent workshops. The meetings will provide a forum for disseminating important information, such as reporting data, parent-child activities, and input for the school. The topics include Annual Title I Parent Meeting, Information Nights by Grade Level, Technology Nights, Student Advisory Nights, Open Houses, Science Nights, Math Nights, Family Reading Nights, Parent-Teacher Conferences, Parent Workshops, Family Career Expo, and volunteer opportunities.

Also during the spring meeting, the parents review the data from the surveys to make decisions on how to spend the 1% of the 95% Title I set-aside for Parent Involvement.

Taylor County School District developed the Parent Involvement Plan in 2010, and updates it on an annual basis in conjunction with all stakeholders, Title I Coordinator, Administrators, Teachers, Parents, Students, and Business/Community members.

Taylor County School District affirms and assures the rights of parents and teachers of children being served in activities funded by Title I. All parents and teachers of eligible Title I children will be invited to attend the annual Title I Parent Meeting held at each school during the fall. At this meeting, parents are provided with an update to the Title I program for their school, an opportunity to review the Parent Involvement Plan, as well as provided important ESEA Waiver information. In the spring, each school distributes a parent involvement survey, which provides an opportunity for all parents and teachers to have input into the design and implementation of the Title I Parent Involvement Policy and Plan as well as the School-Parent Compact. All parents and teachers are invited to the district meeting held at the central office to give input and help develop the district Parent Involvement Policy and Plan.

Other activities and/or information, which is sent and/or is available to parents include:

1. Notification of the school's ESEA Wavier Status. The notification must include the reason for the status, how the school is addressing the status if Alert or Focus, any technical support the school will receive, how parents may become involved, and parental options for Intradistrict transfers, and Flexible Learning Programs (if applicable).
2. Progress reports
3. Information about Title I
4. Surveys for Title I and school improvement
5. School report cards
6. School-parent compact.
7. Opportunities for literacy training
8. Home activities to reinforce learning
9. Professional qualifications of teachers in the school.
10. Parent Workshops
11. Monthly Newsletters

All of the above information will be presented in a uniform and understandable format. It will also be presented in the native language of the parent. Stakeholders will annually assess the effectiveness of the parent involvement program and offer any actions that can be taken to improve the program and to build capacity of parents for involvement.

The Taylor County School District will: Provide information to parents concerning the state's academic content (CCGPS and achievement standards), assessments required by the state, and suggestions for monitoring the progress of their child. Home activities will be used at each school to assist parents in working with their child on homework, school assignments and fostering positive parent-child interactions. Professional learning for positive communication with parents will be held with teachers, paraprofessionals, administrators and other school staff. When possible, programs will be coordinated with agencies such as the Taylor County Council of Families and Children to provide literacy activities for parents and to provide opportunities that encourage and support parents. The district ensures all information is sent to parents in an easily understandable format in the native language of the parent. Taylor County School District will: Involve parents in professional learning activities for teachers and other staff members. Provide funds for parental involvement activities. Provide training opportunities for parents. Arrange meetings at a variety of times to meet the needs of as many parents as feasible.

Details of Parental Involvement Plan:

Taylor County School District will invite parents to an annual meeting held in the fall to participate in the design of the LEA plan. A survey will be sent in the previous spring to involve parents in the design, review and any improvement in the plan. Parent compacts will be a part of each school plan. Taylor County School district makes every effort to write materials sent to parents in a user-friendly language. The translators translate all material in Spanish. The district posts all parent materials on the web site. Parental involvement plans will be reviewed annually by parents and will be available at the school and other sites in the community. If barriers are identified, strategies will be developed to eliminate the barrier. Possible methods of communication with parents may include, but are not limited to: surveys, conferences, home visits, websites, and phone calling systems, meetings, compacts, and school councils. Information will be shared with parents in multiple formats such as letters, report cards, progress reports, newsletters, conferences, phone calls, teacher online classrooms, the district and school websites, and open house. The types of communication will include student performance and assessment, review of school curriculum, teacher qualifications, school ESEA Flexibility Waiver status and other factors concerning Intra-district transfers, and Flexible Learning Plans, in applicable schools. Parents will be encouraged to assist their child by: positive parent interactions using awards and incentives for participation, take-home packets and material checkout. Taylor County School District will reserve at least one percent of Title I funds for parental involvement activities. The system will provide assistance to parents in such areas as, common core standards, student performance standards, school improvement, and components of a school-wide program, state testing assessments, and parental involvement information.

The Title I Coordinator, Title II-A Coordinator, Family Engagement Coordinator will provide the ongoing coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent engagement activities to improve student academic achievement and school performance. Both schools and district advisory councils and advisory teams are being planned. The target audiences are also being included in the AdvancEd process for Taylor County School District accreditation five-year visit.

All schools are required to have school improvement plans. It is the responsibility of the principal to make sure that all plans reviewed and revised annually. Plans must include all the components in the School wide program checklist. School plans are reviewed and revised annually with parents and other stakeholders (teachers, principals, administrators, and other school personnel). Each school will hold an annual meeting where all stakeholders are given the opportunity to review the school plan and make comments. All parents, teachers, administrators, and other school personnel will be invited to the meeting to provide input. All schools will notify stakeholders in multiple ways such as: notice of the meeting dates on each school marquee, school newsletters, web site, flyers, and school phone messaging system. Parents that cannot attend the meeting will be given the opportunity to obtain a copy from each school and submit input before the final revisions are approved. The Family Engagement Coordinator will be responsible for collecting the required Information (agenda, meeting notes, and sign in sheets). The School plans are typically reviewed at the annual Title I meeting in the fall. The revision date will be clearly marked on each plan.

School wide program checklists are used to verify that the required components are included in each plan, which includes strategies for whole school reform. On-site meetings are held with principals to discuss the current status of their plans in regard to the checklist components. Missing or items in need of revision are marked on the checklist and then rechecked when the revised plan is submitted.

Is Plan Descriptor Revised?

16. Title I, Part A

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

Currently, there are no schools identified as Priority, Focus, or Title I Alert Schools in the TCSD. All guidance provided to schools is based on scientific research. The system-wide School Improvement team is composed of the curriculum director, technology specialist, special education director, school improvement specialist, and building level principals, and title I director meet and research viable initiatives for implementation. Plans are revised based on the results of our analysis and study. Currently, local improvement team members are in the process of implementing Georgia Standards of Excellence (GSE) at the primary, elementary, middle, and high school levels in language arts and mathematics. Each school follows GPS for science and social studies. Revised plans are reviewed at grade level meetings and high school department meetings. Progress of implementation of common core standards is discussed and reported in the school level meetings. All teachers receive training and support in the implementation of GSE standards in language arts and mathematics. Academic coaches provide support through model lessons, focus walks, classroom visits, and formative and summative data analysis.

Is Plan Descriptor Revised?

17. Title I, Part A

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

Currently, there are no schools identified as Priority, Focus, or Title I Alert Schools in the Taylor County School District.

If, in the future, schools should be identified as priority, focus, or alert schools, the TCSD would develop a Flexible Learning Plan to meet the needs of those schools.

Is Plan Descriptor Revised?

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;
- e. A description of how the LEA will certify that all teachers in any language instruction educational program for limited English proficient students that is, or will be funded under Title III, are fluent in English and any other language used for instruction, including having written and oral communication skills;

Hi-Q data for the 2015-16 school year indicates that TCSD's teachers and paraprofessionals are all 100% highly qualified. This includes the system ESOL teacher who is fluent in written and oral English communication skills. This is evidenced by an examination of his fields of certification.

To remain 100% Highly qualified, it is the practice of the TCSD that as soon as a teacher is hired for or placed in a position for which he or she is NOT highly qualified, a remediation plan is developed in conjunction with the teacher, principal and certification officer to assist the teacher in meeting the requirements necessary to be fully certified and highly qualified. Often times this is as simple as assisting the teacher in applying for a certificate. Other times the issue may be passing the GACE. Those who are not designated as HiQ should strive to become HiQ through GACE testing or completing college coursework or enroll in the TAPP program to become highly qualified. Financial support is provided for teachers to add fields and convert non-renewable certification to clear renewable status. Title II_A funds, state professional development funds and/or local funds are also used to reimburse teachers for taking the GACE for the purpose of adding instructional fields and for tuition to take endorsement classes. More specifically, upon employment and/or non-HiQ placement by the principal, the principal and the non-HiQ teacher develop a remediation plan based upon the data gathered on the TCSS Individual Professional Development form. This data gathering instrument was designed for teachers and administrators to guide them for attainment of Hi-Q status. This form is completed at the time of employment, reviewed mid-year, and again at the academic year's end. Areas covered by this instrument include: teaching assignment, certification type and level, HiQ status, years of experience, past and current staff development, breakdown of teaching assignment by period, and resulting Hi-Q status for that period, a specific action plan to attain HiQ status and projected dates for monitoring and completion of each of the phases, includes sign-offs by teacher, principal, and Title II-A coordinator. In addition to non-HiQ teachers and faculty members, all teachers complete an updated version of the TCSS Equity Plan Individual Professional Development form as a part of their annual performance evaluation. Both the teacher and the principal sign these and these forms are submitted to the Title II-A coordinator, along with regular evaluation documentation. To ensure that each non-HiQ teacher and paraprofessional is implementing his individual remediation plan and is making progress toward Hi-Q status, the following monitoring process is in place: for non-HiQ personnel, principals submit to the central office copies of remediation plans. These plans are submitted on the following cycle: upon employment, mid-year, and at year's end. Title II-a personnel also conference with the individual teacher to discuss progress reports submitted by the principal. Should the need ever arise to use the services of a long-term substitute, every effort will be made to find someone who is highly qualified for the assignment. If this is not possible, efforts will be made to find the most qualified person to fill the position and develop a remediation plan for the long-term substitute, so that he/she can attain highly qualified status.

Funds from Title II-A, state professional development, and local professional development may be coordinated to cover the costs of the steps outlined in the Taylor County School System Equity Plan Individual Professional Development Form completed by the principal and each teacher. This plan centers on the teacher attaining a passing score on the state examination program. The plan must be approved by the system's school improvement steering committee and the Title II-A coordinator. If a fully certified, highly qualified teacher were to be deemed "not highly qualified", because of a scheduling reassignment, the system could possibly use Title II-A funds to reimburse teacher expenses for GACE, possible college registration, and possible RESA registration fees.

IV.3 Describe how a remediation plan is developed... : a. Funds from Title II-A, state professional development, and local professional

development may be coordinated to cover the costs of the steps outlined in the Taylor County School System Equity Plan Individual Professional Development Form completed by the principal and each teacher. This plan centers on the teacher attaining a passing score on the state examination program. The Individual Professional Development Form must be developed for all teachers within the first month of the academic year. Once completed, the principal and each teacher must sign the teachers' forms and return them to the central office so that Title IIA personnel can inspect the plans. The plans must be approved by the system's school improvement steering committee and are signed off by the Title II-A coordinator. Once the forms are checked, they are returned to the schools. The plans are reviewed as a part of the evaluation process for each teacher. Once the teacher and principal have held their end-of-the-year meeting, the principal and teacher sign off on the plan. The plans are then returned to the central office for a final signature check and final sign off by the Title IIA staff. New plans are then prepared for distribution at for the beginning of the next academic year. If a fully certified, highly qualified teacher were to be deemed "not highly qualified", because of a scheduling reassignment, the system could possibly use Title II-A funds to reimburse teacher expenses for GACE, possible college registration, and possible RESA registration fees. b. The non-highly qualified teacher must conference with the principal at least quarterly and review his / her plan. The teacher must provide evidence of progress, ie: grade card and / or PLU's received in preparation for sitting for the state exam (GACE), and state examination score reports. Taylor County does not employ paraprofessionals who are not highly qualified. Should one be hired, a similar process would be followed until a passing exam score is achieved.

IV.4 Describe the monitoring process to ensure each non-HiQ teacher...: a. All teachers complete an updated version of the Taylor County School System Equity Plan Individual Professional Development Form as a part of their annual performance evaluation. Both the principal and teacher sign these, and these forms are submitted to the Title II-A coordinator along with regular GTEP documentation. In the event of hiring a core academic teacher who does not hold a clear renewable certificate, or a non-HiQ teacher and/or paraprofessional, that employee is responsible for implementing his individual remediation plan and making progress toward Hi@Q status. b. The following monitoring process is in place: For non-HiQ personnel, principals submit to the central office Title II-A staff copies of remediation plans. These plans are submitted on the following cycle: upon employment, no later than mid-year, and at year's end. Title II-A personnel also conference with the individual teachers to discuss the progress reports submitted by the principal. TCSD requires documentation when areas of remediation, as based on the Individual Professional Development Form, are completed. This might have required a number of steps: GACE examination, college course work, supervised practicum, or completion of TAPP. The teacher is required to present copies of verification that tests have been passed, coursework completed, issuance of an in-field full "T" certificate has occurred, and that the steps outlined in the Individual Professional Development forms have been verified.

IV.5 Describe how LEA monitors HiQ assignment of teachers... In Taylor County, there is only one high school, one middle school, one elementary school, one primary school and one residential care facility. It is the system's goal to place only highly qualified teachers in vacant positions at all five locations. The TCSD closely monitors the HiQ assignment of teachers, based on student demographics. Presently, all core academic subjects are taught by highly qualified, effective teachers.

V.4 Describe the procedure to ensure that no student...: See Descriptors Two and Three above. Taylor County's procedure to ensure that low income and minority students are not taught more frequently by unqualified and inexperienced teachers and that these subgroups are not placed in classes that are out of proportion with other student populations is as follows: Beginning each spring the superintendent, director of human resources, and school principals conduct a needs assessment of personnel. Stakeholders utilize projected enrollment numbers by grade level to determine number of classes per school and the resultant class sizes. Socioeconomic level of student body and other demographic information is consulted and compared with teacher equity data on the GAPSC website. This process continues until the opening of school with additional classes being added as needed. The number of high school classes is determined after course registrations take place in the spring of each year.

VI.1 Describe how the LEA plans to address identified inequities in class... The TCSD includes class size in its annual needs assessment and has a written plan to ensure continued equity in class sizes for all students. All Taylor County Schools, classes, and programs are in compliance with state-mandated class size rules as evidenced by class size reports submitted to the superintendent by individual principals annually. Should class size inequity occur, such inequity would be resolved by either waiver and/or local reserve funds.

VIII.1 Describe the teacher retention program... In order to retain the highest quality teachers, the Taylor County School District maintains a competitive salary and benefits package. Initiatives such as early issuance of contracts, early hiring, and administrative support of teachers have allowed for stability. Other factors in retaining teachers include the many opportunities for collaboration, training, and professional development discussed in other descriptors. All new teachers to the system, both experienced and inexperienced, are assigned a school-level mentor to provide orientation to the system and school and are available to the teacher to provide support throughout the year. TAPP teachers' mentors are assigned for the duration of the TAPP process and are paid using Title II-A funds.

IX.1 Describe how the system plans for recruitment... To ensure that recruitment and hiring practices are geared toward ensuring that equity is maintained, the superintendent and principals conduct a needs assessment. As part of this needs assessment, the following data are be collected and analyzed: School and grade level socioeconomic and demographic information, Training and experience data by school from the GAPSC website, HiQ data from the annual report, Student achievement data on standardized tests. Data will be analyzed for trends with various subgroups. Comparisons will be made with experience and training data. In particular, performance of students taught by teachers not classified as "Highly Qualified" will be compared with the performance of students of similar demographic and socioeconomic status who were taught by a highly qualified teacher in the same subject, area, or grade. Comparative data will also be collected on classes from school to school for the purpose of determining whether average class sizes are equitable within grades and classes with higher minority and/or lower socioeconomic levels have lower-than-school-average class sizes. Additional staff will be allotted to ensure compliance. As a result of the needs assessment, recruitment activities will be planned. An emphasis will be placed on the recruitment of the most qualified teachers for the schools most in need. Specific instructions for areas of need will be given to recruiters prior to visits to job fairs. In addition, Teach Georgia applicants will be screened by the superintendent, the certification officer, and the principals on the basis of needs assessment data. During the hiring process, principals and human resources personnel carefully monitor the teaching credentials and years of experience of teacher applicants to insure equity. Since all Taylor

County Schools are Title I schools from Kindergarten through Grade Twelve, this helps to insure equitable distribution of experienced teachers. The Taylor County School System Special Education Department (ESS) advertises open positions for employment on state education sites as well as contracting with private vendors to fill critical needs areas. Itinerant staff are 100% highly qualified. The personnel department will continue to support filling positions with HiQ teachers by attending job fairs in order to recruit graduates from accredited institutions as well as aligning with those institutions for visits, practicums, student teaching activities or any other activity needs by graduating students. Attractive recruiting materials are purchased and human resources and school level staff attend a number of job fairs each year.

X.1 Prepare a brief Summary of Impact...Addressing teacher preparation and its impact on the diverse needs of students must be answered in two distinct parts. The first part is the actual implementation of a vehicle to provide for the diverse needs of students. This implies teacher training and an understanding of concepts such as RTI and Pyramid of Intervention, differentiation, and disproportionality in learners, particularly special education learners. Staff development offerings on these topics better equipped teachers and administrators to design schedules to serve students. Emphasis was placed on improving scores in all academic subjects with a concentrated effort placed on CC/GPS math across the grade spans (we are fearful that disaggregated data will continue to bear out weaknesses in teaching and learning math.) The primary and elementary schools established methods for serving students in a patchwork of service opportunities. The high school revised its schedule to allow for seven regular blocks of instruction each day and a flex-schedule allowing for remediation on "Viking Day." Students rotate through seven modules of instruction geared to their individual needs in addressing the objectives of the Milestones, as well as remediation for content courses. The middle school plans to provide math support cases for students at risk (also a part of Viking time), In the process of learning about RTI and the Pyramid of Intervention and looking at Needs Assessment survey data, it came to light that the needs of our gifted and talented students were being under-served. Their needs are as great as those of our students who struggle academically. Three teachers are endorsed to teach advanced placement math(2) and economics (1) at present. The second aspect of success is related to the students' performance. Here, we have chosen to rely on what will become available late fall of 2015. Through mock assessments at Taylor county Primary and Taylor County Upper Elementary, we believe that the employment of our coaches has been very effective.

IV.4b. Describe the monitoring process to ensure each teacher who does not hold a clear renewable certificate is implementing the remediation plan and making progress toward obtaining a clear renewable certificate.

The following monitoring process is in place: For non-HiQ personnel, principals submit to the central office Title II-A staff copies of remediation plans. These plans are submitted on the following cycle: upon employment, no later than mid-year, and at year's end. Title II-A personnel also conference with the individual teachers to discuss the progress reports submitted by the principal. TCSS requires documentation when areas of remediation, as based on the Individual Professional Development Form, are completed. This might have required a number of steps: GACE examination, college course work, supervised practicum, or completion of TAPP. The teacher is required to present copies of verification that tests have been passed, coursework completed, issuance of an in-field full "T" certificate has occurred, and that the steps outlined in the Individual Professional Development forms have been verified.

In Taylor County, there is only one high school, one middle school, one elementary school, one primary school and one residential care facility. It is the system's goal to place only highly qualified teachers in vacant positions at all five locations. The TCSS closely monitors the HiQ assignment of teachers, based on student demographics. Presently, all core academic subjects are taught by highly qualified, effective teachers.

Taylor County addresses parents' right to know about the qualifications of their children's teachers. This is done through student handbooks and TCSD website. This information is related to teacher certification. Parents sign a tear-out stating they have read the handbooks. Should a parent request further documentation about the qualifications of the teacher, the parent will be notified by standard mail delivery. These tear-outs are filed in the school offices with statements from each principal of the receipt of acknowledgement by each parent. Moneak McCrary TCSD, newly hired curriculum director files these statements.

In the event a student is placed in the classroom of a non-highly qualified teacher, the principal of that school will write a letter to each parent notifying them of this fact. This letter will be sent out during the first twenty days of school. The letter also contains the qualifications the teacher does have which led to his being selected as the best possible alternative to a highly qualified teacher and steps taken to get the teacher highly qualified. The Title II-a coordinator receives copies of these letters for filing with Title II-A documentation. These letters are sent by mail and receipt of postage is also filed in the central office. These letters are mailed out within the first twenty days of school.

The prior procedure will be strictly followed if it becomes necessary to use the services of a long-term substitute.

English is the only language used for instruction at the LEA. Oral proficiency for teachers of ELs is screened during the hiring evaluation process which involves an oral interview with a team of six to nine certificated teachers mandated by LEA BOE policy. The LEA considers a passing score on the GACE Basic Skills Assessment (or PRAXIS I) an indicator of fluency in the reading and writing domains; writing fluency is specifically demonstrated by an essay written by all ELA applicants and read by the interview committee.

The essay is written on one of the following questions:

1. What personal characteristics define an excellent educator?
2. Please describe the elements which comprise a successful standards-based, data-driven classroom.
3. Why did you choose to enter the field of education?
4. Which instructional model(s) or system(s) will you use in your classroom and why?

The LEA continually monitors all teachers through TKES TEM observation instrument.

19. Professional Learning; and all federal programs

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

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

Taylor County School District will coordinate funds between federal programs and local funds to provide access to training for teachers to be effective in their practice. Meeting the needs of students is an important task for teachers. To address this task, TCSD commits to improve teaching and learning of students with disabilities, students with special learning needs, and those with limited English proficiency by providing professional learning in the following areas:

- RTI/MTSS
- Research Based Academic and Behavioral Interventions
- Co-Teaching
- ESOL Endorsement
- Gifted Endorsement

In addition, teachers will be provided opportunities to attend professional learning offered by outside agencies as funds allow. The system is making a valiant effort to send one teacher per year to complete the Gifted Endorsement so the needs of our gifted and talented students can be met. During the 2015-16 year, one teacher enrolled in the Gifted endorsement program. During the 2016-17 year, two teachers will enroll in the Gifted endorsement program. Also, during the 2015-16 year, school based professional learning sessions were held to clarify the RTI process. The sessions will continue during the 2016-17 year. To address the needs of students with limited English proficiency, three system teachers will enroll in the ESOL endorsement program during the 16-17 year.

Student behavior is being addressed by implementing PBIS system-wide. During the 2015-16 school year, professional learning took place to educate all staff members about the PBIS framework. The PBIS District Leadership Team and PBIS School Leadership teams will lead the efforts to train all staff members after receiving training from the Georgia Department of Education. The implementation of PBIS will improve student behavior in the classroom and outside of the classroom. Although the system is not fully implementing PBIS, individual schools have implemented programs to promote a positive school climate.

TCSD is working to increase parental involvement in their children's education by improving our communication systems. The system is implemented a new website for all schools which houses more information than the previous website. In addition, the student information system is being converted to a more parent friendly vendor. Professional Learning occurred during the 2015-16 year to acclimate teachers to using the new website for disseminating information and for using the new student information system to communicate with parents. A new addition for the 2016-17 year is a District Parental Engagement Coordinator. This staff member will be charged with increasing parental involvement activities in all schools.

To assist teachers with understanding and using data to improve student learning, FIP professional learning will began in January 2016. FIP is intended to help teachers improve their assessment practices. FIP professional learning is continuing during the 2016-17 school year as deep understanding of formative assessment is reached. In addition, Benchmark assessments will be administered in all schools. Benchmark Analysis Professional Learning has been scheduled adjacent to the assessment administrations. Teachers will be provided guidance on analyzing benchmarks for areas of struggle and devising remediation plans to bridge gaps in learning for students.

Teachers will receive Instructional Technology Training to implement the use of electronic devices in the classroom. The Taylor County Board of Education passed a Bring Your Own Device Policy (BYOD) for students in May 2015. The System Instructional Technology Specialist will lead sessions to assist teachers with maximizing the use of the devices to improve student learning. All teachers have been trained on the use of the Google domain to supplement their classroom practices. Professional learning will be continued in this area.

Taylor County School District schools assign a grade level or school RTI/SST representative to collaborate with the district coordinator. These coordinators are supplemented locally. The RTI/SST coordinators work collaboratively with regular education teachers, ELL teachers, parents, family advocates, special education teachers, administrators, and translators (when needed) to create a well- rounded team to identify ways to teach to the needs of all students. All certified personnel would be trained in the RTI and SST process and procedures. This training is needed to address the increase in students receiving special education services through inclusion.

The district and building level administrators conduct TKES walk through observations. The walk-throughs are used as a tool to determine whether research-based best practices are implemented in the classrooms. In monitoring for best practices, Taylor County School District has a better grasp of attempting to meet each student's individual needs through diverse practices.

Is Plan Descriptor Revised?

20. Professional Learning and all federal programs

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

Taylor County School District will assess professional learning needs annually to align with a three-year professional learning plan. The District Design Team will analyze the data and devise the three-year professional learning plan. A focus or area of priority was established for the three-year period. The Design Team consists of the Professional Learning Coordinator/Director of Curriculum and Instruction, Academic Coaches, Instructional Technology Specialist, and Teacher representatives from each school. The team meets initially during the summer months to establish professional learning priorities based on the data. The team utilizes

standardized test data, student learning objectives data, benchmark data, teacher attendance data, discipline data, class pass/fail rates, and needs assessment data from students, teachers, parents and other stakeholders. Quarterly meetings ensue to monitor the progress of Professional Learning initiatives and to determine next steps.

Based on the results of our districts' comprehensive needs assessment and because we are disproportionate with concern to the black male subgroup and an increase in discipline, the discipline leadership team under the direction of the district PBIS coordinator has begun the first phase of planning and implementation for PBIS. Funding and professional learning are our biggest obstacle as we continue to look for ways to address our disproportionate rates of suspension of students with disabilities. (PBIS information also relates to descriptors 1,5,9,13,23,and 27)

Professional Learning for Teachers and Principals will be a priority for TCSD for years to come. Funds from Title IIA, Title I, and State Professional Learning will be used to provide access to quality professional learning. During the 2016-17 academic year, the following professional learning will be held:

Writer's Workshop: Led by Academic Coaches who are funded by Title I and Title IIA.
RTI/MTSS: Led by Chattahoochee-Flint RESA. State PL funds.
FIP: Led by Academic Coaches who are funded by Title I and Title IIA.
Best Practices: Led by Academic Coaches who are funded by Title I and Title IIA.
Instructional Technology: Will be led by Instructional Technology Specialist. Locally funded
PBIS: Led by District PBIS Coordinator. Locally funded.
Administrator Support Program: Led by Chattahoochee-Flint RESA. State PL funds.
Inter-rater Reliability Training for Administrators: Led by DOE staff
ABE: Company provided PL. Locally funded
Co-Teaching: Led by Chattahoochee-Flint RESA. State PL funds.
Functional Behavior Assessment: Led by Chattahoochee-Flint RESA. State PL funds.
Behavior Intervention Planning: Led by Chattahoochee-Flint RESA. State PL funds.
Literacy in the Content Areas: Led by Academic Coaches who are funded by Title I and Title IIA.

Is Plan Descriptor Revised?

21. Professional Learning; and all federal programs

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

Professional Learning for Teachers and Principals will be a priority for TCSD for years to come. Funds from Title IIA, Title I, and State Professional Learning will be used to provide access to quality professional learning. During the 2016-17 academic year, the following professional learning will be held:

Writer's Workshop: Led by Academic Coaches who are funded by Title I and Title IIA.
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Instructional Technology: Will be led by Instructional Technology Specialist. Locally funded
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Administrator Support Program: Led by Chattahoochee-Flint RESA. State PL funds.
Inter-rater Reliability Training for Administrators: Led by DOE staff
ABE: Company provided PL. Locally funded
Co-Teaching: Led by Chattahoochee-Flint RESA. State PL funds.
Functional Behavior Assessment: Led by Chattahoochee-Flint RESA. State PL funds.
Behavior Intervention Planning: Led by Chattahoochee-Flint RESA. State PL funds.
Literacy in the Content Areas: Led by Academic Coaches who are funded by Title I and Title IIA.

- The Taylor County School District offers the following career, technical, and agricultural education pathways at Taylor County High School. These pathways are designed to prepare youth for a broad range of employment and further education and are under guidance of certified teachers. The following is a list of pathways being offered this year.

- Pathways
- Teaching as a Profession
- Architectural Drawing and Design
- JROTC-Army
- Early Childhood Education
- Web and Digital Design
- Business and Technology
- Horticulture and Mechanics Systems
- Audio-Video Technology and Film
- Automotive Maintenance and Repair

Research Based Interventions: In order to meet compliance with RTI process findings, the system is engaging in thorough professional learning related to

interventions. The Upper Elementary, Middle, and High School will participate in Odysseyware Training. Odysseyware has been chosen as a Tier 2 intervention for TCSD. Also, all teachers will be trained on Renaissance Learning products STAR Reader/Math and Accelerated Reader/Math. In addition, teachers will be trained on appropriate classroom interventions to use when students are struggling.

Benchmark Analysis: Teachers will participate in three sessions during the year to receive instruction on analyzing benchmark assessments for domain weakness, areas of struggle, and devising remediation plans.

Understanding by Design: Teachers will receive ongoing training and support in designing units according to the Understanding by Design framework.

FIP: Beginning in October 2016, Principals will participate in FIP professional learning by completing the online modules for leaders and face to face facilitated sessions.

Best Practices: Teachers will have the opportunity to self-select professional learning sessions from I'M TC (Improving My Teaching Craft) Professional Learning Community. Teachers will apply to present best practices to their peers during after school sessions. The sessions will last the duration of the school year.

Instructional Technology: In order to fully maximize the benefits of implementing a Bring Your Own Device Policy, teachers will receive training and ongoing support in strategies, applications, and resources for utilizing technology in the classroom. The System Instructional Technology Specialist will facilitate the sessions.

PBIS: Teachers will receive training in order to implement the PBIS framework with our students. PBIS is a research-based behavioral intervention framework that is highly recommended to assist in improving the climate of schools. The Georgia Department of Education will lead the professional learning for the PBIS District Leadership Team and additional training for remaining staff will ensue afterwards.

Principal Support Program: All principals in TCSD will participate in the Principal Support Program sponsored by Chattahoochee-Flint RESA. Principals will have the opportunity to collaborate with other principals, receive training in leadership, organizational management, instructional leadership, and other aspects of the Leader Keys evaluation system.

Is Plan Descriptor Revised?

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

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

As per Title I regulations, all private schools serving one or more students from the TCSD are notified annually by certified mail of an opportunity to consult with the local school system concerning the availability of funds from Title I, Title II-A, Title III, and Title V. Private schools that qualify for services and wish to participate, must consult with the District in developing instructional plans.

The private schools serving students residing in Taylor County School District's attendance zones are contacted annually, in October, for notification of possible available funds from Title Programs (I, IIA, III, and VI). A letter and response page, with U.S. postal registration receipt, is sent to all private schools outlining requirements for each Title Program to include services/equipment to the students in private schools living within the Taylor County School District. This invitation is to attend a consultation meeting with school district personnel to discuss the availability of funds to serve eligible private school students. Opportunities for meeting private school professional learning needs are also discussed. The notice includes the specific time, date and location of the consultation meeting, and contact person for Taylor County School District. If upon completion of consultation, private schools are interested in participating in relevant federal programs, a timely planning meeting is scheduled. The planning meeting provides private schools the opportunity to participate in the design, development and implementation of the academic program and the professional learning plan.

Is Plan Descriptor Revised?

23. Professional Learning and all federal programs

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

TCSD conducts quarterly meetings to determine progress toward meeting the goals of the system school improvement plan. Members of the committee report on initiatives within each school using the data collected through focus walks, grade level meetings, formative assessments such as STAR reading/math, AR, ACC Math. Careful attention is given to each system goal and notations are made of possible refinements to the plan. Once summative test data are gathered the committee convenes in late summer or early fall to refine the plan based upon CCRPI status. These meetings are open to all stakeholders and are advertised on the TCSD web page, over radio, the Taylor County News, and flyers distributed throughout the community. All parents and other stakeholders who attend are surveyed for impressions about the school improvement initiatives. These survey data help guide the revision of the CLIP indicators as well as data driving all school initiatives. Once drafted, the revised CLIP is made available for stakeholders to review. A round table discussion is held to provide opportunities for all parents and other stakeholders to express approval or concerns. The roundtable also provides a venue for stakeholders to make suggestions for the CLIP.

Is Plan Descriptor Revised?

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

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

TCSD relies heavily on the MEP Consortium to assist in informing families of other opportunities available to them. Monies allocated for Taylor County are so small that our portion becomes part of the consortium. They, in turn, inform families of additional opportunities such as other education, health, nutrition, and social services. All notices from the schools about extra curricular events, grading policies, student handbooks, school nutrition programs, and social services are available in the native language of the family. The fiscal agent for MEP, located at Abraham Baldwin Agricultural College, will serve as resource staff to develop the best service model, depending upon funds and resources available.

Since all of the schools within the TCSD are School-Wide Title I, migrant students, as well as all other students, have access to services provided through the Title I program.

Is Plan Descriptor Revised?

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

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

Upon receipt of a request for records, migrant student information will be gathered and sent immediately to the requesting school. **When needed, the district will coordinate with the MEP conortium at ABAC for support with records transfer. The Migrant Student Information Exchange (MSIX) will also be used to review student records..**

Is Plan Descriptor Revised?

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

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

For the Fiscal Year 2016-2017, Taylor County School System will continue the existing process for identification and recruitment of eligible migrant students. The GaDOE Occupational Survey is included within the registration forms completed by each student each year. The individual schools' designee, in turn, pulls each form where families indicate migrant status. Each school then sends the names of families identified at the school level to the system migrant coordinator. This person provides this information to personnel within the MEP Consortium housed at Abraham Baldwin Agricultural College. A representative from the consortium makes a visit to each family and also to teachers of identified students. If a student is found to be "priority for services" the identified needs are met. The system also relies on the MEP Consortium for the services of their recruiters to identify non school-age eligible candidates. The system works closely with the consortium to provide information on migrant students (test scores, report cards, etc).

Is Plan Descriptor Revised?

27. Professional Learning and all federal programs

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

Upon implementing programs, TCSD creates a plan for evaluating their success/failures with newly implemented initiatives. During the school improvement process data are gathered formatively and summative to help refine the initiative. Such data are: benchmark assessments, informal data (focus walks, faculty observations, and leadership observations). This information is used as the system evaluates its pilot projects. Any successful project used by the TCSD is available for other systems to adapt for use within their own systems. TCSD gladly shares successes with others. The school system works to combine sources of funding and its other resources to deliver special projects and on-site professional learning opportunities that support innovative school-based reform. All entitlement programs serving students are presented in the least restrictive manner possible and with comparable facilities and materials used for regular program students.

Is Plan Descriptor Revised?

28. Title II, Part D; E-Rate

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

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.

Taylor County School District established a technology department to support the educational processes of the school district. This is accomplished by helping staff implement educational goals, supporting administrative and management needs, and striving to provide our students with a 21st century learning environment which includes the necessary equipment/hardware, digital content/instructional materials, teacher training in the use of technology, and sustained support to implement educational goals so that our students may become critical thinkers, problem solvers, and effective users of information, ideas, and technology. The technology department will assist Taylor County School District personnel with technology integration strategies and curriculum implementation, improve student achievement with new designs for learning, and support resources essential to advance the success of each student.

Goals of the TCSD Technology Department include:

- Continue to acquire and update 21st century standardized equipment for each academic classroom including computers, a mounted projector, an interactive white board, and a classroom performance system.
- Utilize technology staff to research and provide scientifically and/or evidence-based digital resources and content aligned to the Georgia Performance Standards for each academic classroom.
- Provide technology tools and software to teachers that allow for formative assessment of student learning.
- Provide technology tools and software to teachers to allow for authentic student assessment so that teachers are able to diagnose data to differentiate instruction and maximize achievement.
- Provide equal opportunities and assistive technologies for students with special needs or disadvantaged subgroups.
- Implement a learning management system district-wide allowing teachers to create and deliver content, monitor student participation, assess student performance, connect with parents, and connect with other teachers.
- Provide and utilize web based reading and mathematics programs to increase student achievement in these areas.
- Provide a web based student information system with teacher grade book and parent interface for the secure access of student attendance, grades, standardized test results, special accommodations, and other data regarding the students' academic standing that is user friendly.
- Provide web-based programs that target a student's weaknesses to allow for individualized instruction to improve student achievement on state required testing.
- Ensure that all teachers utilize our newly adopted "BYOD" policy where students bring and use their choice of devices in the classroom to enhance academic instruction and learning.
- Improve WAN and LAN infrastructure to support increased usage of technology devices.
- Take advantage of increased Internet bandwidth to support all technology devices.

Strategies to meet these goals and increase or maintain TCSD's access to technology include the following:

- Upgrade web services to include new web hosting, teacher websites, communication services, and an online learning management system.
- Upgrade teacher computers on a regularly scheduled basis, as funds allow and as technology becomes outdated and unusable.
- Add new and/or replace aged student classroom computers as funds allow, to support instruction and to provide for state required testing.
- Purchase new and/or upgrade mobile computer labs as funds allow, including mobile devices, charging implements, and security/storage carts, to support instruction and to provide for state required testing.
- Purchase new and/or upgrade stationary computer labs as funds allow, including new/upgraded desktop computers, network equipment, and wiring, to support instruction and to provide for state required testing.
- Upgrade network infrastructure as funds become available, including wired and wireless hardware, cabling, and management systems.
- Upgrade core and application server hardware, operating systems and/or other software as needed.
- Upgrade phone services as funds become available, such as with VoIP service, voice mail, call management, and devices.
- Add supplemental Internet bandwidth through the local service provider as funds become available.
- Provide teachers with web-based programs, software applications, and other digital resources to enhance teaching and learning.
- TKES evaluations will be utilized to ensure lessons incorporate digital learning tools to encourage student-created digital products (e.g. documents, web pages, presentations, videos, podcasts, and blogs).
- PLU-credit technology training courses will be offered during professional learning days to train teachers to integrate technology into curriculum using Georgia Performance Standards, to incorporate project based learning, and to incorporate differentiated instruction.
- PLU credit for teachers will be offered for receiving training on integrating the district's learning management system into their instructional practices.
- Administrative staff computers will be updated on a regularly scheduled basis.
- Administrators and technology staff will be trained on the utilization of the Student Information System for state reports of FTE, class size, student record, special education, etc.
- Parents/guardians will be offered access to their children's school data through the Student Information System.
- Upgrade library management software, and the hardware required for such upgrade.
- Purchase and implement a more robust inventory system to track assets in efforts to ensure equitable distribution of technology resources.
- Engage services for the disposal of obsolete technology to complement inventory tracking, thereby aiding equitable distribution of technology resources.
- External professional development, such as conferences, onsite and/or offsite classes and individual learning, for all faculty and staff to enhance technology integration skills.

Is Plan Descriptor Revised?

29. Title II, Part D; E-Rate

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

TCSD strives to maximize the use of all funding sources (E-Rate, Title I, Title IIA, Title VIB, local funds, SPLOST, etc.) to ensure that all students, teachers, and classrooms have access to technology support and instructional support. Embedded within district and school planning documents are cost estimates and refresh cycles to ensure sustainability.

Items earmarked in the Taylor County Strategic Plan for Technology and Communications is as follows for:

2014-15

• Infrastructure: Improve network capabilities by increasing bandwidth to

• 75 mg, thus enhancing online testing capability while supporting BYOD

• (Bring Your Own Device). Replace the firewall/filter solution

→Purchase and/or update new computers

→Upgrade teacher computers-as needed

• Upgrade phone systems (high school)

• Implement Directory Services

• Migrate mail server (Google)

• Copier/Printer at one school (activity funds) and print management

• Review external technology audit (Virtucom) and incorporate suggestions and plans as warranted into the Strategic Plan

2015-16

• Infrastructure: Improve network capabilities by updating infrastructure, replacing core switches at the BOE and at each school/site. Bandwidth will increase to 500 Mbps →Purchase and/or update new computers

→Upgrade teacher computers;

• Upgrade phone systems -as needed

• Move toward Microsoft networks and Windows computers

• Upgrade DNS and DHCP servers

• Copier/Printer at one school (activity funds) and print management

• Network Infrastructure improvements

2016-17

• Infrastructure: Continue to improve network capabilities by updating wireless networking. Edge switches and wireless networking will be replaced.

→Purchase and/or update new computers

• Upgrade teacher computers as needed

• Upgrade phone systems as needed

• Continue to move toward Microsoft networks and Windows computers

- File sharing
- Copier/Printer at one school (activity funds) and print management
- Network Infrastructure improvements

2017-18

- Provide a mobile tablet lab per grade level, Kindergarten through 3rd Grade, and onetooone iPads for students in grades 10-12
- Purchase and/or update new computers
- Upgrade teacher computers as needed
- Upgrade phone systems as needed
- Continue to move toward Microsoft networks and Windows computers

- Network Infrastructure improvements

2018-19

- Purchase a mobile tablet lab per grade level 4th through 6th grades, and onetooone iPads for students in grades 7-9
- Purchase and/or update new computers
- Upgrade teacher computers as needed
- Upgrade phone systems as needed
- Continue to move toward Microsoft networks and Windows computers

In addition to these planned strategies, TCSD will also strive to:

- Ensure all instructional classrooms meet district technology standards.
- Provide students with access to Internetready devices whether it be through school hardware devices or through “BYOD” policy.
- Use software programs and accompanying materials that support researchbased instructional strategies in each curriculum area.
- Provide students with an increased number of technologyconnected assignments.
- Use state provided tools for databased instructional decisionmaking and design (SLDS, Student Growth Models house within CCRPI).
- Use state provided tools for databased instructional decisionmaking and design (OAS/GOFAR).
- Use of district provided tools for databased instructional decisionmaking and design (Odysseyware;
- Use of stateprovided tools for high school graduation, college and career planning to increase the graduation rate, decrease the dropout rate and increase postsecondary enrollment.
- Continue to train administrators in student information system to access test data for individual students, teachers, and schools.
- Business, Financial, Human Resources, Student Administration, Student Information, Food Services, Student Services, Facilities, and Transportation will continue to improve the productivity of each department through the enhancement of computer technology.
- Training in CCRPI data analysis for school leaders.
- Improving teacher and leader effectiveness (use of TKES/LKES processes to provide teachers and leaders with meaningful feedback and support opportunities.
- Adequate records are kept in the district inventory control system. (Procedures in place to enter and maintain in inventory all new asset acquisitions. Annual audits are conducted at each site for new and existing assets.)
- Provide training in the application of technology to improve and support regular instruction as it relates to each curriculum area.
- Ensure that each school has readily access to the Technology Director and the Instructional Technology Specialist.

Professional development will meet specific school or system needs through approved online courses, system level workshops, as well as offerings at our RESA, and other digital or in-person delivery methods.

→Trainings will facilitate use of current software and hardware, as well as introduce attendees to new methods and technologies. Topics will be varied and address both administrative and classroom needs, such as curriculum alignment, Online Assessment System, web page design, assistive technology, video production, and much more as it relates to current and upcoming initiatives originating internally or from the State.

Is Plan Descriptor Revised?

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.

Is Plan Descriptor Revised?

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).

Is Plan Descriptor Revised?